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ABSTRACT

This reading curriculum guide, correlated with the numerical coding of the Reading Skills List published by the Migrant Student Record Transfer System, covers eight learning areas: readiness, consonants, vowels, structural analysis, literal, inferential, vocabulary, and reading in content area. Each exercise is illustrated by a large drawing, and contains a skill code, an objective, directions, and follow-up activities. For example, in the readiness section, visual discrimination exercises are Clarifying Colors, Clip the Clothespins, and Balloon Discrimination; visual memory exercises are Shape Up, Object Identify, and Alphabet Assemblage; auditory discrimination exercises are Sound It Out, Some Gum Fun, and Something To Crow About; sensorimotor exercises are Mr. No Nose, Lionel Says, and Up Down/All Around; alphabet exercises are Gumball Rally, Something's Fishy, and Tennis Anyone?; and context exercises are Fresh Fruit, Come Out of Your Shell, and Mouse Around. The guide includes 15 exercises for consonants, 12 exercises for vowels, 21 exercises for structural analysis, 18 exercises for literal, and 27 exercises for inferential. Fifteen vocabulary exercises and 15 reading in content area exercises conclude the guide. (MH)

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Color Your Classroom

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Color Your Classroom

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Mississippi State Department of Education
C. E. Holladay, State Superintendent
A. J. Comfort, Jr., Coordinator, Title I ESEA
Frank B. Drummonds, Supervisor, Special Projects
Sam B. Parker, Supervisor, Support Services

Services contracted through:
Gulfport Municipal Separate School District
Mercer B. Miller, Superintendent
David R. Bishop, Asst. Superintendent
Brenda Pounds, Project Director
Jeanette Alford, Curriculum Guide Specialist and Illustrator

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Mary Joyce Laycock, Deborah Light,
Anna Charlton, Debra Randall,
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Clarifying Colors

Skill #020

Objective:

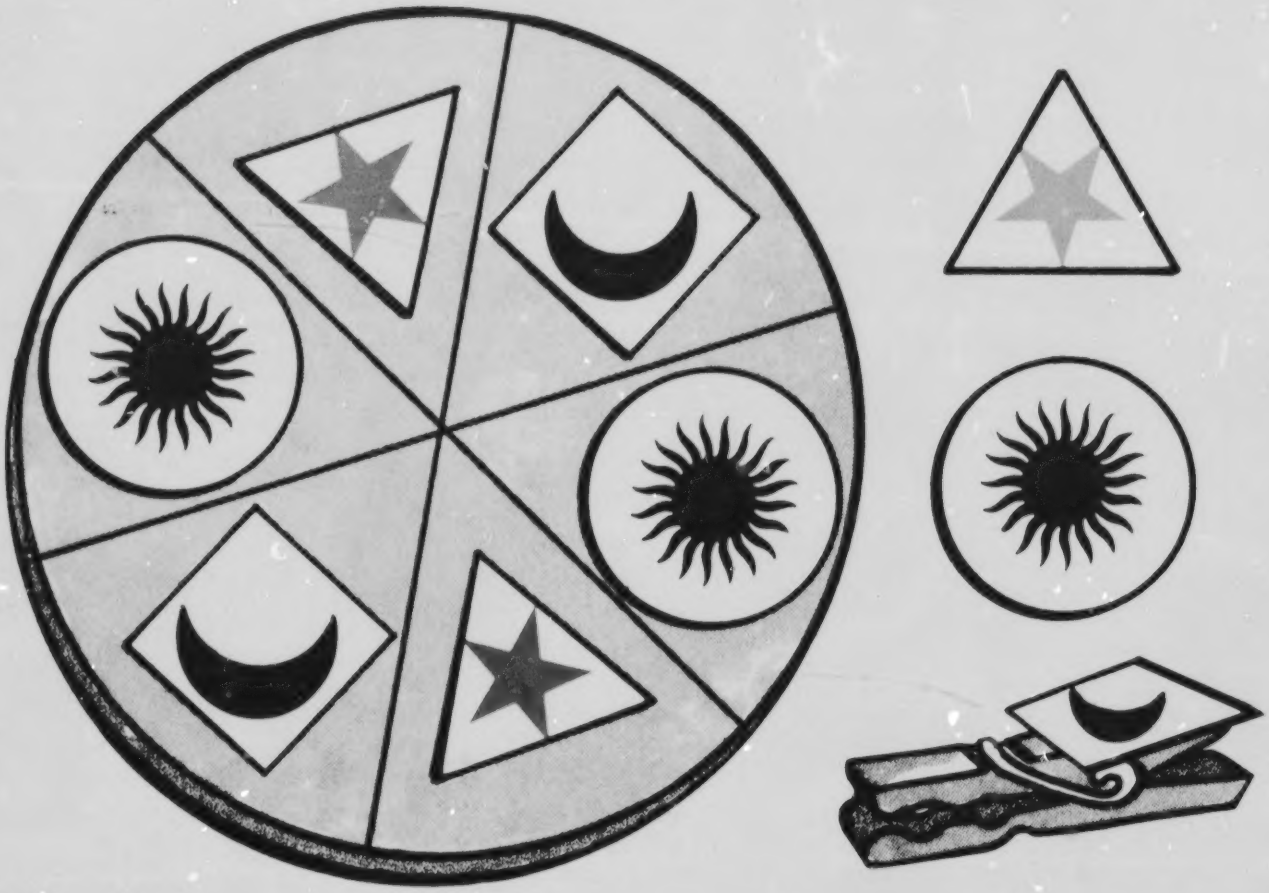
The student will demonstrate skill in visual color discrimination.

Directions:

Give the student colored cards with the color words on them. Provide him with assorted colored objects; for example, pieces of yarn, bottle caps, buttons. Have him place the colored objects on the matching colored card.

Follow-up Activities:

1. Give the student white cards with the color words on them. Have him sort the colored objects to the correct cards.
2. Have the student cut an "r" out of red paper, a "y" out of yellow paper, etc. He must match the letters to the cards used in follow-up one.



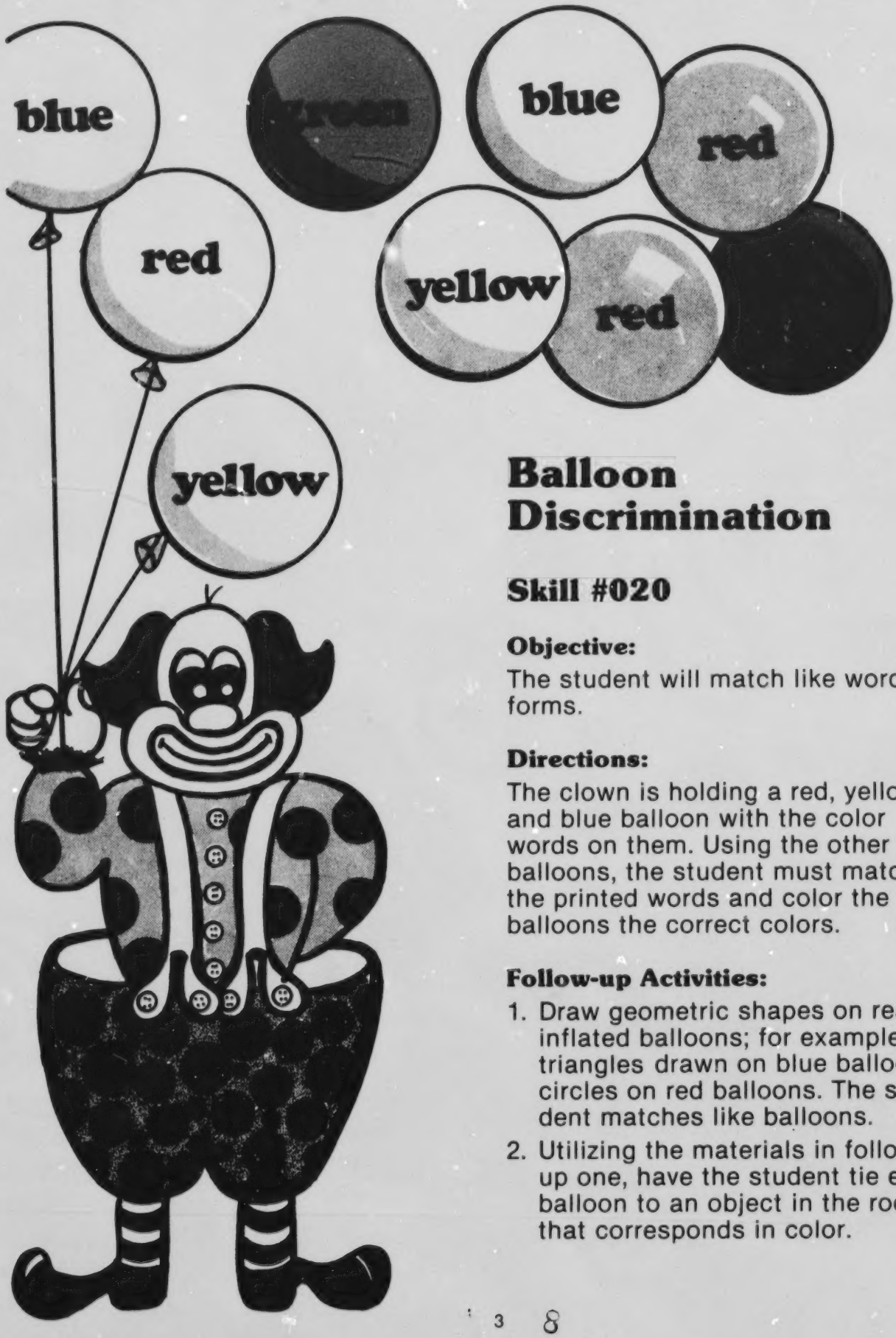
Clip The Clothespins

Skill #020

Objective:
The student will distinguish symbols and shapes.

Directions:
Each of the shapes pictured above is attached to a clothespin. The student clips the clothespin to the pizza wheel matching the shape and symbol.

Follow-up Activities:
1. Duplicate this activity substituting colors or letters for the shapes.
2. Write the name of the shape on the clothespin and on the wheel. Have the student match the word forms.



Balloon Discrimination

Skill #020

Objective:

The student will match like word forms.

Directions:

The clown is holding a red, yellow, and blue balloon with the color words on them. Using the other balloons, the student must match the printed words and color the balloons the correct colors.

Follow-up Activities:

1. Draw geometric shapes on real, inflated balloons; for example, triangles drawn on blue balloons, circles on red balloons. The student matches like balloons.
2. Utilizing the materials in follow-up one, have the student tie each balloon to an object in the room that corresponds in color.

Shape Up

Skill #040

Objective:

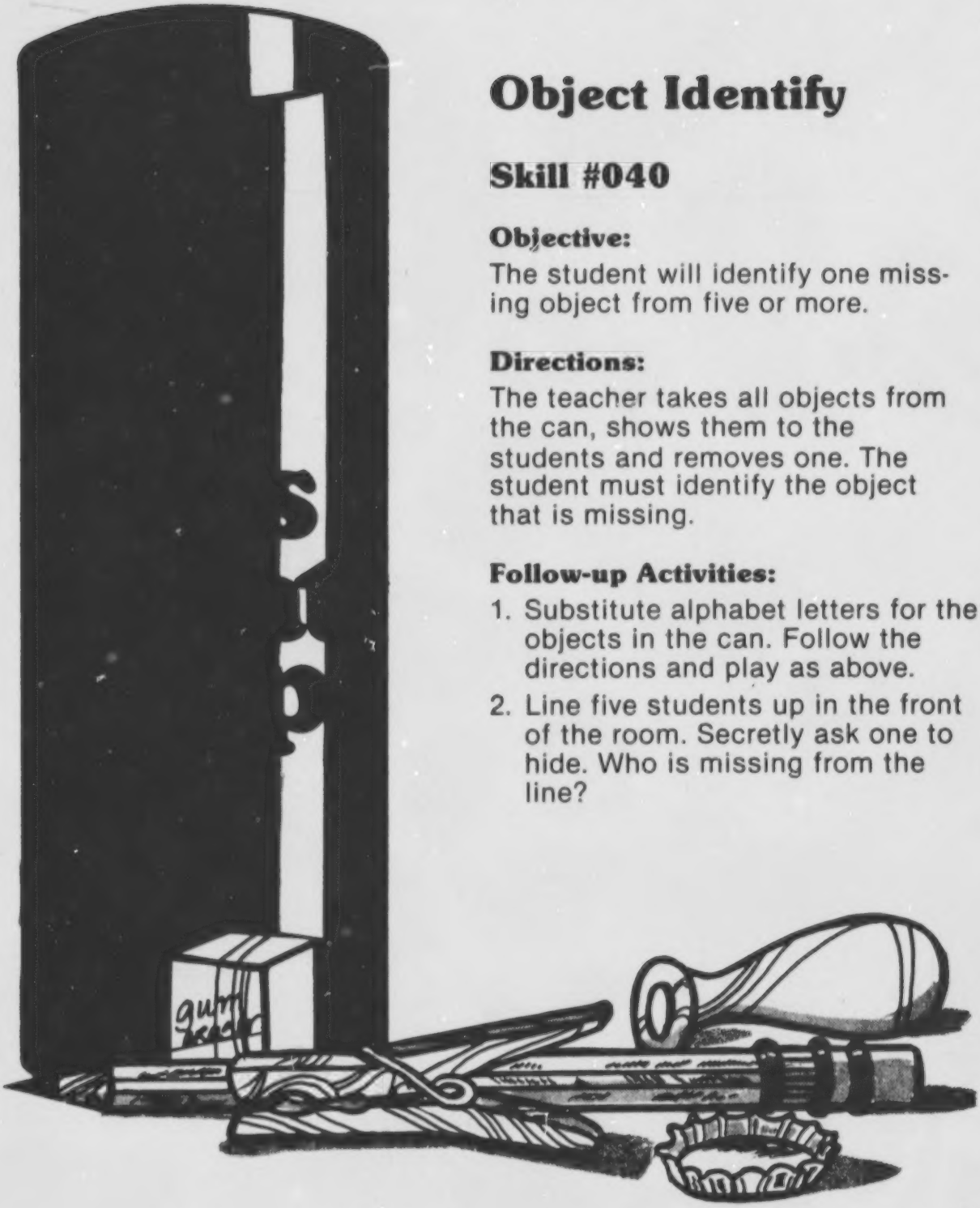
The student will identify shapes from memory.

Directions:

Take the four basic shapes from the envelope and have the student identify each. After one is removed, the student names the missing shape.

Follow-up Activities:

1. Add color to the shapes. Can the student recall both shape and color?
2. Have the student reproduce on paper the shape that is missing.



Object Identify

Skill #040

Objective:

The student will identify one missing object from five or more.

Directions:

The teacher takes all objects from the can, shows them to the students and removes one. The student must identify the object that is missing.

Follow-up Activities:

1. Substitute alphabet letters for the objects in the can. Follow the directions and play as above.
2. Line five students up in the front of the room. Secretly ask one to hide. Who is missing from the line?

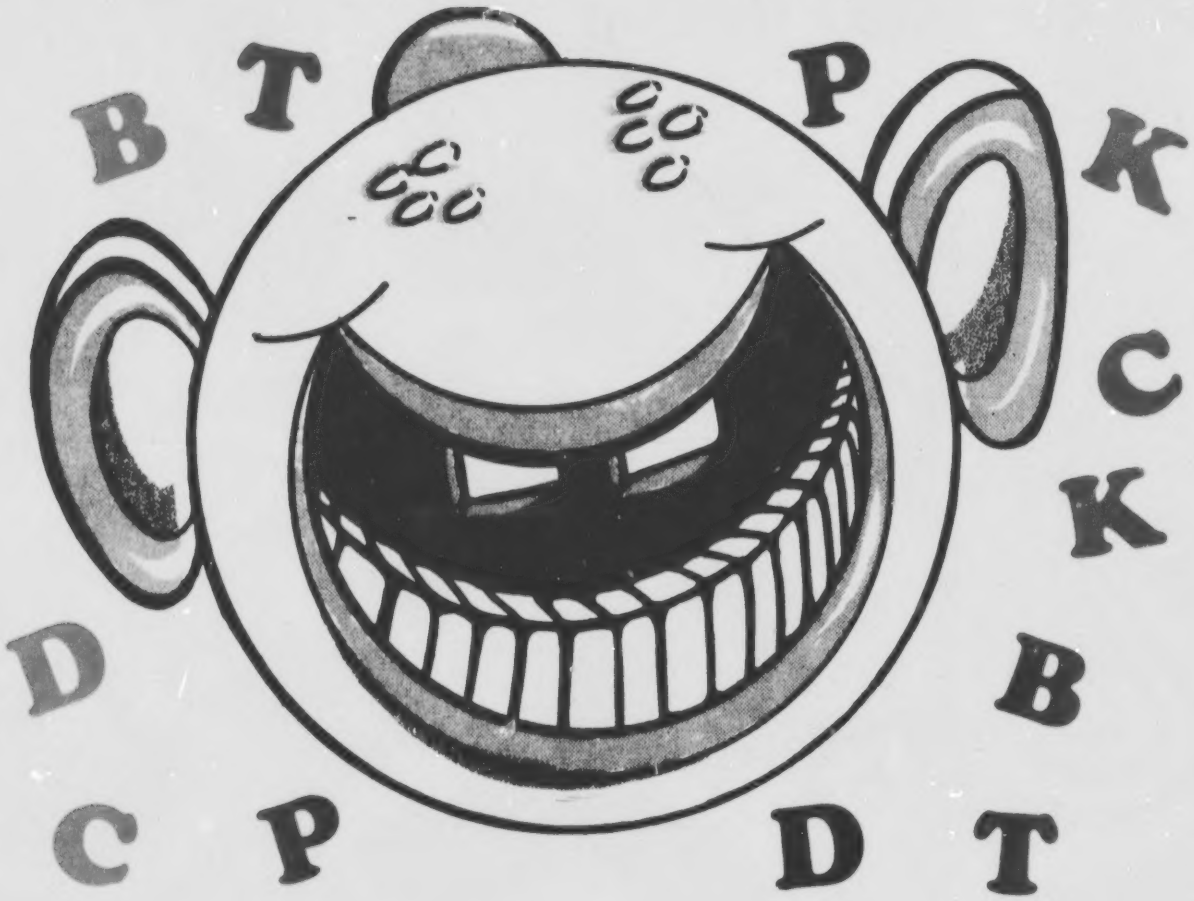
Alphabet Assemblage

Skill #040

Objective:
The student will identify letters by putting together letter puzzles.

Directions:
The student removes the puzzle pieces from the envelope and assembles them to form the letter shown on the front.

Follow-up Activities:
1. In a shallow box filled with sand, direct the students in drawing alphabet shapes from memory.
2. Have each student briefly display an object of his choice. Ask one student to recall all the objects.



Sound It Out

Skill #060

Objective:
The student will demonstrate knowledge of letter/sound association by matching a given consonant sound to its letter form.

Directions:
The teacher sounds out a letter printed on the activity board. The student identifies the letter representing that sound and circles it on the board.

Follow-up Activities:
1. Introduce a letter sound such as "b." Recite several words in succession; for example, ball, kite, big. The student claps when he hears the "b" sound.
2. Use a box with letter shapes in it. Have the student reach inside the box, feel a letter and determine it by touch. He must then verbalize each letter sound.

Some Gum Fun

Skill #060

Objective:
The student will state rhyming words.

Directions:
Each stick of gum has a picture on it. The student takes a stick of gum, names the word the picture represents and gives a rhyming word.

Follow-up Activities:

1. As the students stand in line, the teacher will introduce a word. Each student in turn gives a rhyming word. If he misses, he must sit down. The last student standing is the winner.
2. Have the students play a verbal form of charades. Each student mimics a mechanical sound and the others name the machine associated with that sound; for example, train, buzz saw, motorcycle.

Something To Crow About

Skill #060

Objective:

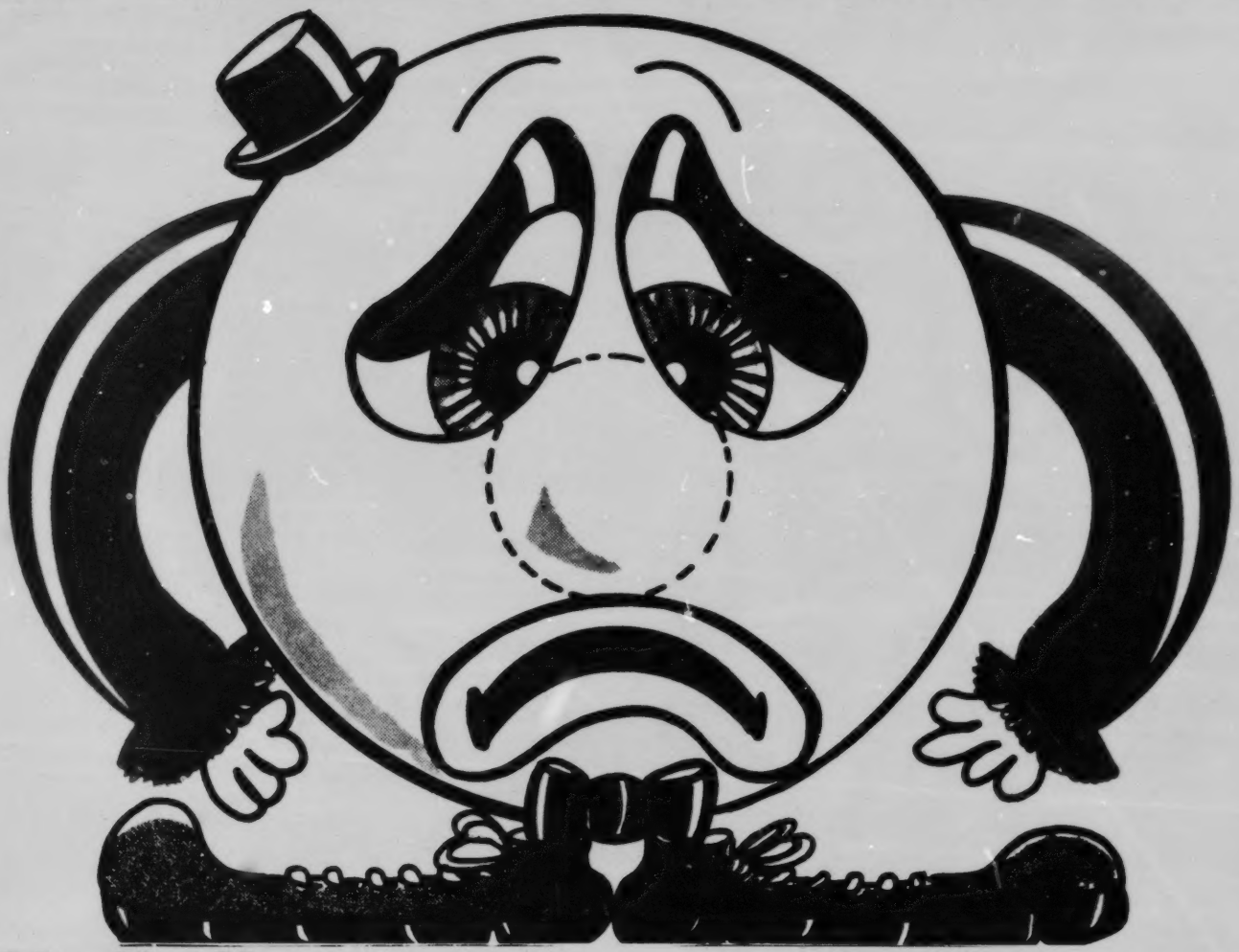
The student will show skill in hearing and identifying sounds.

Directions:

The teacher calls out an animal sound. The student then repeats the sound and names the animal that makes it.

Follow-up Activities:

1. Record a variety of sounds. Play the recording and have the student categorize the sounds; for example, moo-animal, honk-car.
2. Read the student the story "Too Much Noise" by Ann McGovern and ask him to supply the appropriate sounds.



Mr. No Nose

Skill #080

Objective:
The student will demonstrate motor and auditory abilities.

Directions:
This is a group activity played like "Pin the Tail on the Donkey." Each student is given a round nose on which he puts his name. He is blindfolded, spun around and pointed in the general direction of the clown. He may be given helpful directions; such as, move to the left, two steps to the right. The student who gets his nose closest to the clown's wins.

Follow-up Activities:

1. Decide on a given object in the classroom and direct a student to it by using such words as up, down, etc.
2. Play "Teacher, May I?" Ask students to move in the directions specifically given; such as, three steps to the left, two steps forward. Prior to moving, the student must say, "Teacher, May I?" or is not allowed to move.

Lionel says... bend down.

Lionel says... bend your left leg.

Lionel says... turn to your left.

Lionel says... wave with your left hand.

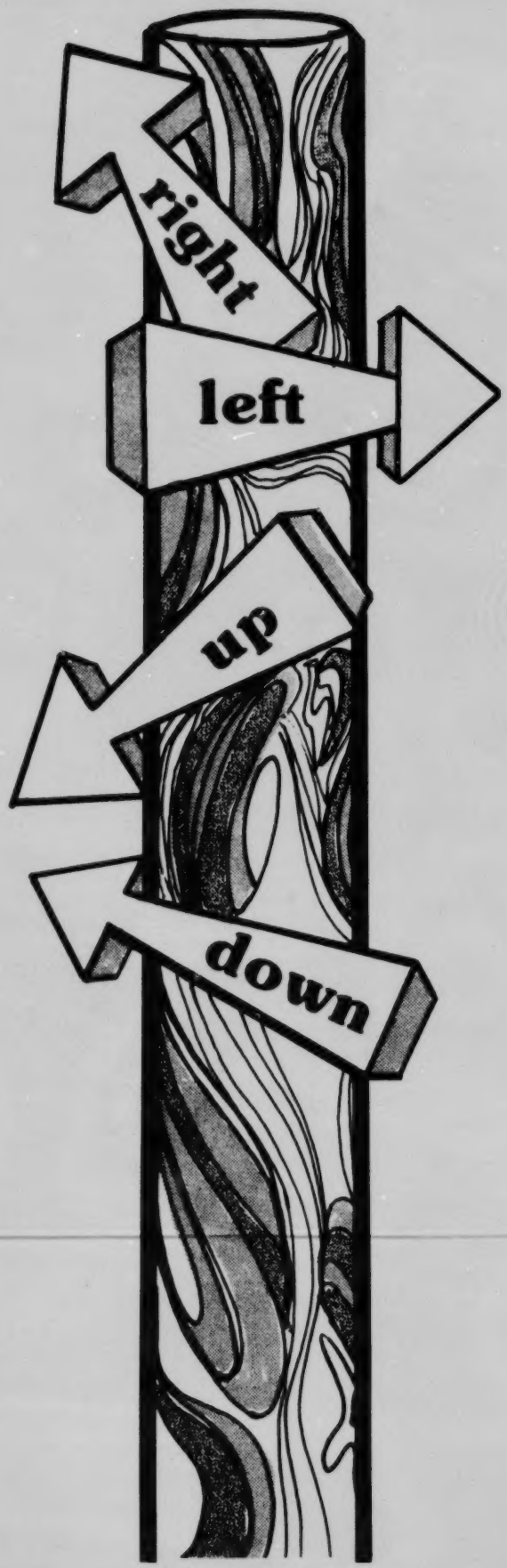
Lionel Says

Skill #080

Objective:
The student will demonstrate his ability to control his coordination skills.

Directions:
The teacher selects one student to be "Lionel" and to wear the lion face as a mask. Lionel gives directions that the students follow. Examples of directions are shown above.

Follow-up Activities:
1. Have Lionel lead the students in "Follow the Leader."
2. Select a record dealing with verbal directions; such as, "The Hokey Pokey." Ask the students to participate.



Up Down, All Around

Skill #080

Objective:

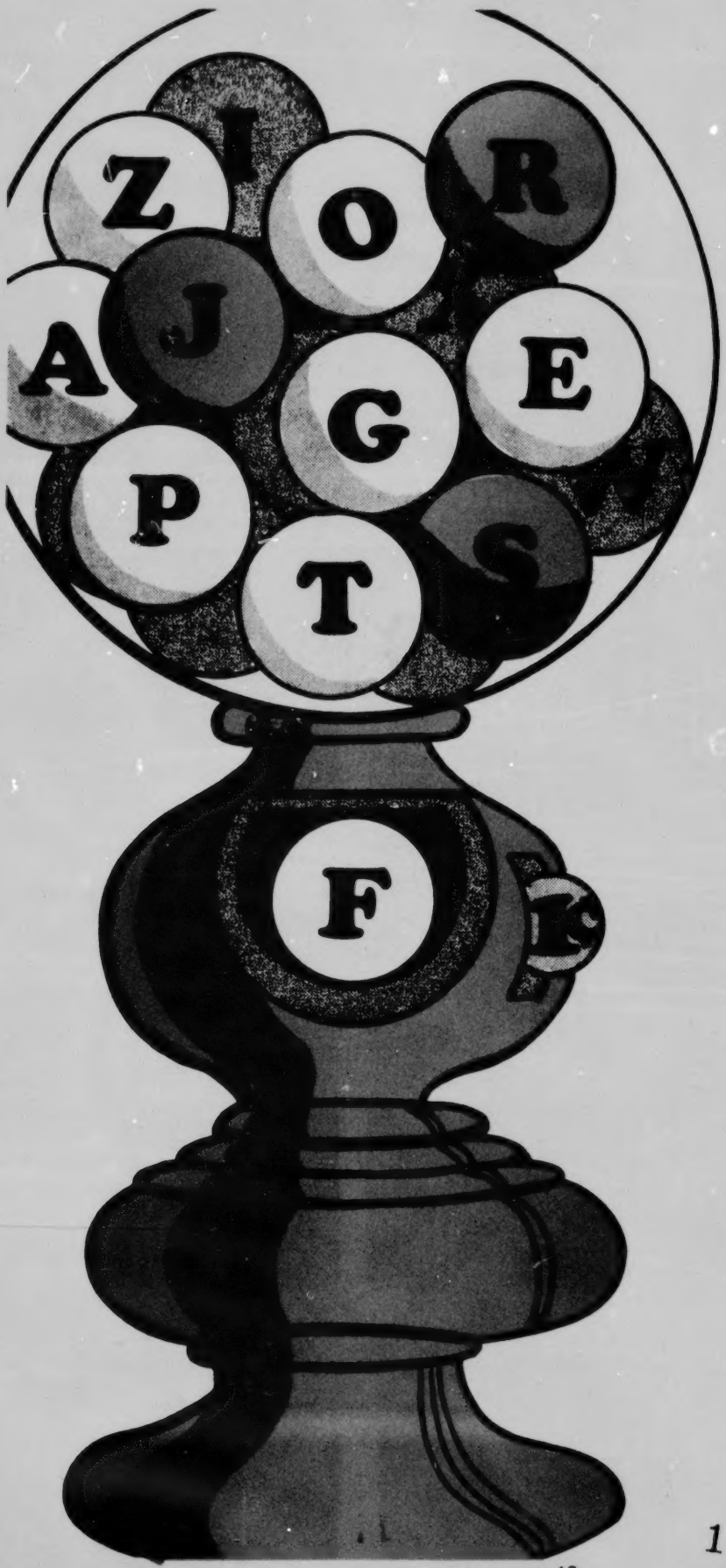
The student will demonstrate directional skills.

Directions:

The student positions each arrow to the direction printed on it.

Follow-up Activities:

1. After turning the student around several times, ask him to point to the various directions indicated in the activity.
2. Ask the students to name objects in the classroom that can be found to the left of him, above him, etc.



Gumball Rally

Skill #100

Objective:

The student will identify letters in sequential order.

Directions:

The teacher has the student remove all the gumballs from the gum machine. Use fifteen gumballs each labeled with a letter of the alphabet. The student places them in alphabetical order.

Follow-up Activities:

1. After completing the activity above, on blank gumballs, have the student fill in the letters of the alphabet that are missing.
2. Have each student print the first letter of his name on a card and pin to his shirt. On the teacher's signal the students arrange themselves in a line in alphabetical order.

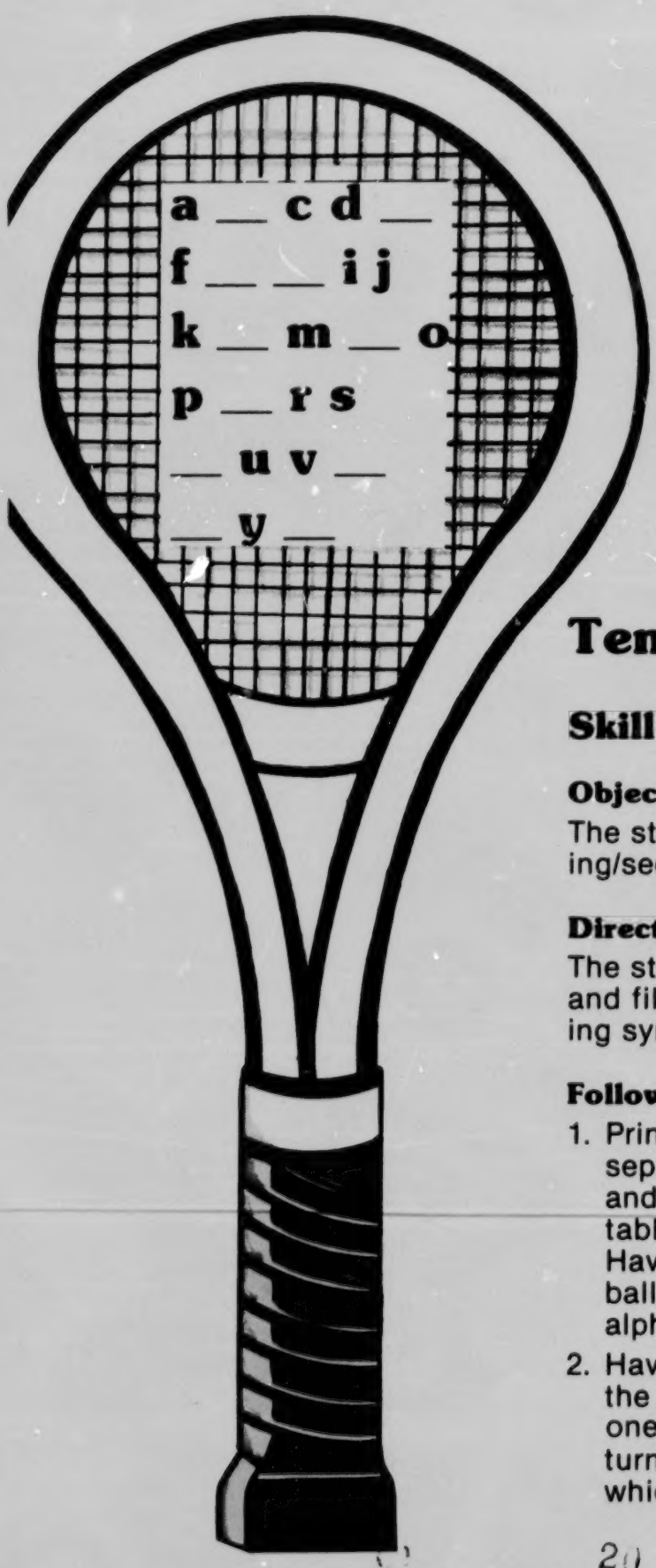
Something's Fishy

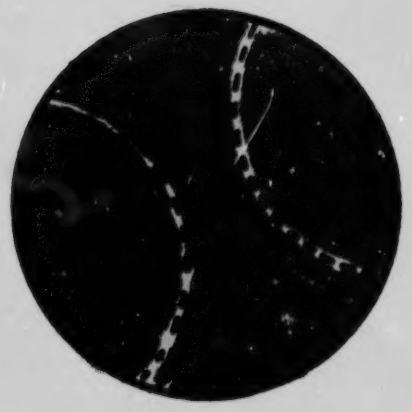
Skill #100

Objective:
The student will identify letters of the alphabet in sequence.

Directions:
The student will complete the picture by connecting the upper case letters in a dot-to-dot activity.

Follow-up Activities:
1. Using a duplicate fishbowl, have the student connect the dots by substituting the lower case letters.
2. Instruct the student to randomly place twenty-six dots on a sheet of paper. Label each dot with a letter of the alphabet. Exchange papers, connect the dots in order and see what you have created.





Tennis Anyone?

Skill #100

Objective:

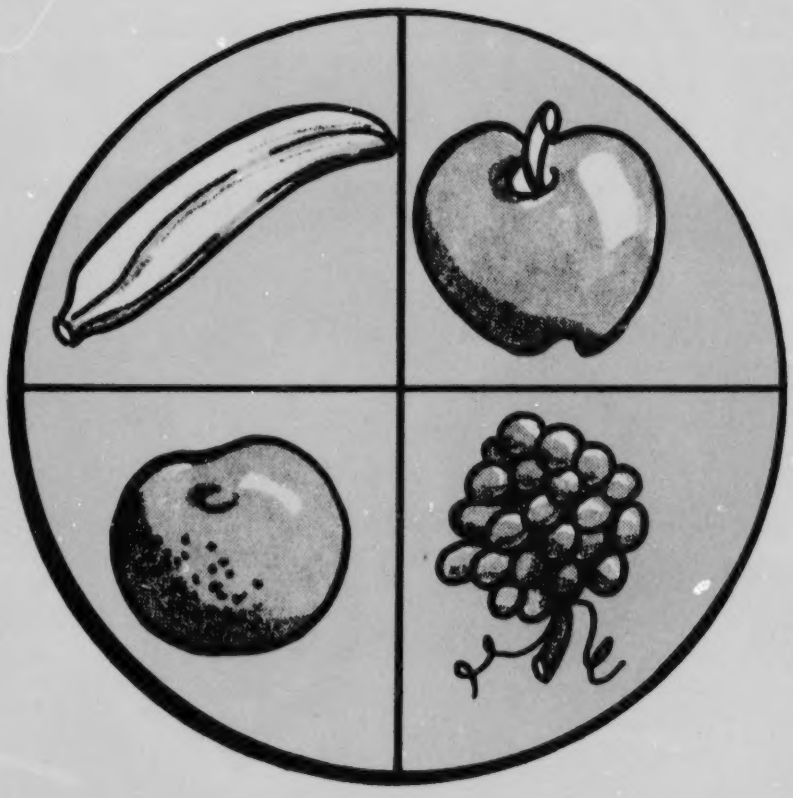
The student will show alphabetizing/sequencing of letter symbols.

Directions:

The student takes the tennis racket and fills in the blanks with the missing symbol.

Follow-up Activities:

1. Print all twenty-six letters on separate tennis balls. Mix the cards and place them face down on the table leaving one card showing. Have the student turn one tennis ball over at a time and place in alphabetical order.
2. Have a student turn his back on the cards after completing activity one. While the student's back is turned, remove several letters. Ask which letters are missing.



Fresh Fruit

Skill #120

Objective:
The student will match color words with their colors.

Directions:
The teacher removes the clothespins with the color names printed on them from the pizza wheel. The student then clips the correct clothespin on the fruit of that color.

Follow-up Activities:
1. Have the student think of another object that is associated with each color listed on the clothespins.
2. Have the student look at each picture and give as many one word descriptions as he can.

Come Out Of Your Shell

Skill #120

Objective:

The student will utilize beginning sounds as clue to word meaning.

Directions:

The student takes a picture word card and says the word aloud identifying the beginning sound. He then lays the picture card on the correct word printed on the turtle's back.

Follow-up Activities:

1. Call out each word on the turtle's back and ask the student to give as many words as he can think of that are associated with it.
2. Provide the student with a set of picture cards. Call out a beginning sound and have him hand you the pictures representing that sound.

1. The <u>mouse</u> likes cheese.
2. The <u>dog</u> ran fast.
3. A <u>clown</u> is funny!
4. The <u>sun</u> is bright.
5. A <u>tree</u> is big.

Mouse Around

Skill #120

Objective:

The student will associate words with pictures.

Directions:

The student must read each sentence on the activity board. Using the picture cards in the pocket, he must match each picture to a sentence.

Follow-up Activities:

1. Have the student give five words that are associated with the words underscored in the above activity.
2. Using a picture dictionary, have the student make a tape recording of each letter sound.

Bag The Beginning Consonant

Skill #140

Objective:
The student will identify initial consonant sounds.

Directions:
Provide each student with a vest made from a grocery bag. Label half the vests with beginning consonants and the other half with word endings. Signal the students to locate a partner to complete a word.

Follow-up Activities:
1. Using small paper bags, let the students create hand puppets using the same guidelines in the activity above.
2. Have the students locate two pictures representing words beginning with the initial consonant of the word they formed in the above activity.

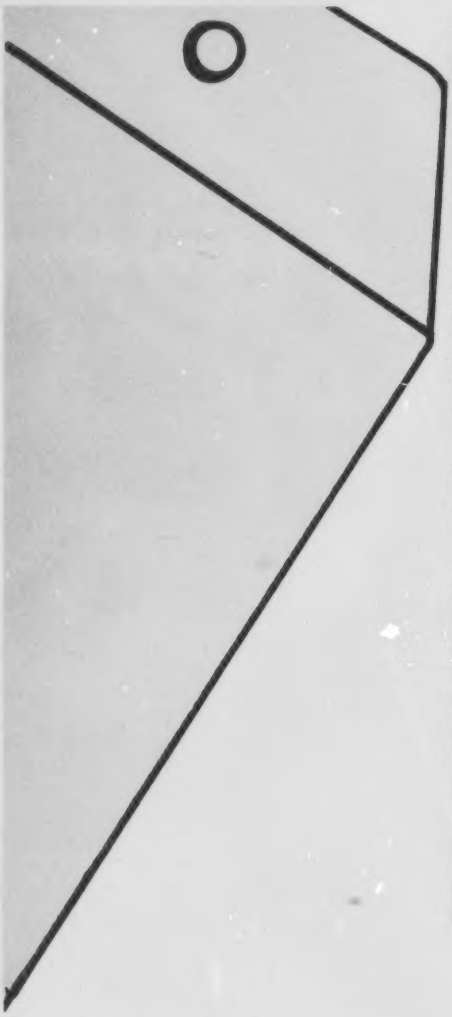
Pedal Power

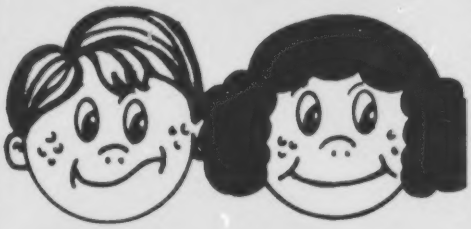
Skill #140

Objective:
The student will recognize the beginning sound of a word.

Directions:
The student chooses a consonant on the smaller wheel to complete each word on the larger wheel.

Follow-up Activities:
1. Using the word family endings on the large wheel, see how many words the student can make using different initial consonants.
2. Attach a spinner to the center of the small wheel. In alternating turns, have the students spin the wheel and give five words beginning with the consonant on which the spinner lands.





I am a child. My name begins with "g." I am a g _____.

I am useful for buying things. My name starts with "n." I am a n _____.

I have a ribbon bow. There is a surprise inside me. My name begins with "g." I am a g _____.

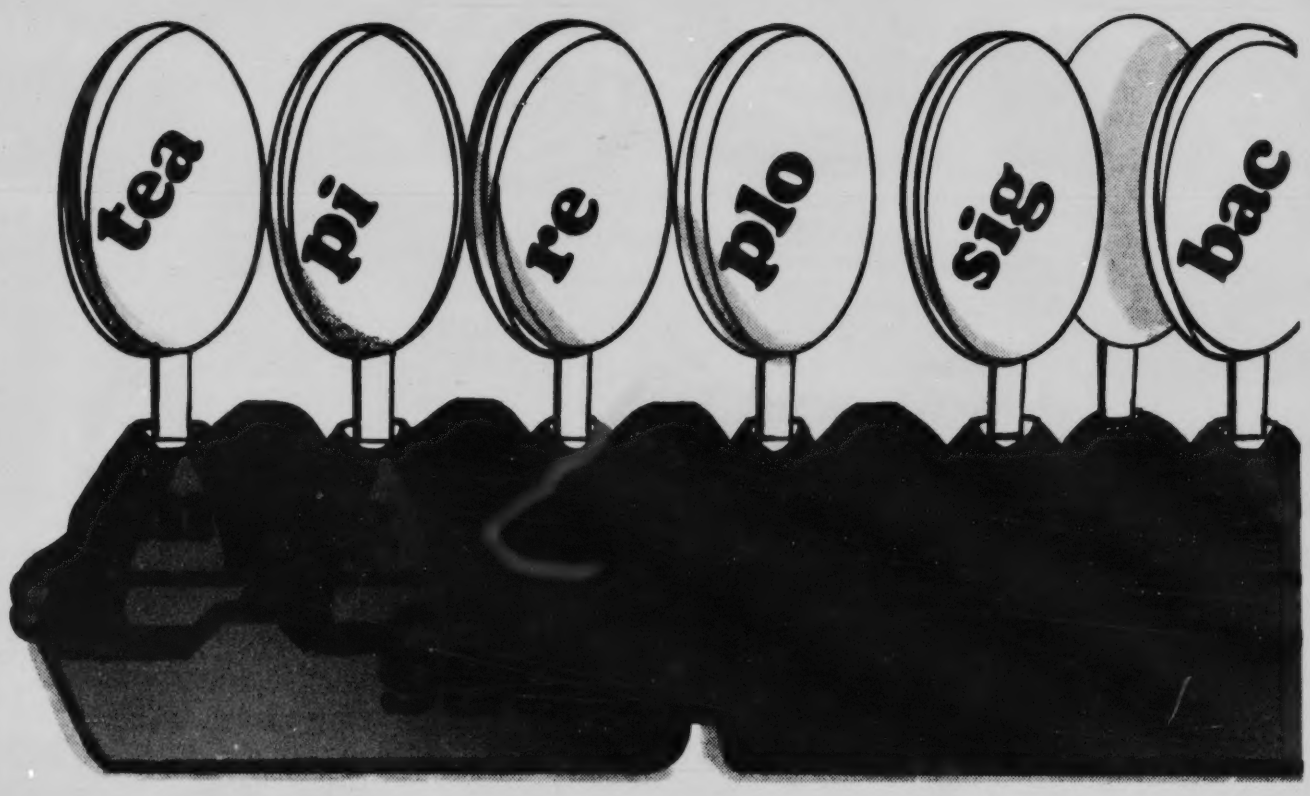
I Am

Skill #140

Objective:
The student will reinforce the beginning sounds of "n" and "g."

Directions:
The student takes the riddles from the envelope and reads them aloud. He then circles the picture that answers the riddle.

Follow-up Activities:
1. Have the student point out objects around the classroom that begin with the initial consonant sounds of "n" and "g."
2. Have the student take an old catalog and cut out ten objects beginning with "n" and "g." Make a collage.



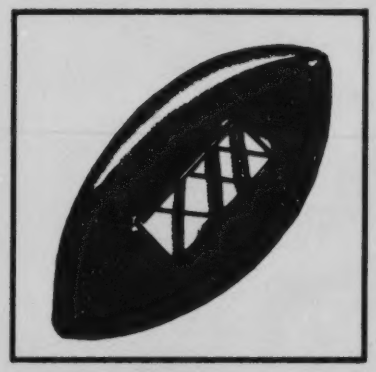
An "Egg"cellent Choice

Skill #160

Objective:
The student will distinguish final consonant sounds.

Directions:
The teacher takes the eggs from the carton and mixes them up. The student will then place the egg in the slot with the correct consonant ending.

Follow-up Activities:
1. Give the student a full page grocery store ad. Have him cut out as many words as he can find with the same ending sounds as were used in the activity.
2. Have the student determine whose names in his room end with a consonant sound.



L N R L T

Mix And Match

Skill #160

Objective:

The student will demonstrate his ability to identify the ending sound of a word.

Directions:

The student will say the word each picture represents and place the picture on the symbol of the final consonant sound. Store all the pieces in an envelope.

Follow-up Activities:

1. Have a scavenger hunt! Each student is assigned a final consonant. His task is to find an object within the boundries of the classroom whose name ends with the assigned consonant.
2. For each ending sound on the gameboard, have the student cut out five pictures of objects whose word names end in that sound. Have him mount the pictures on construction paper under the headings L, R, N and T.

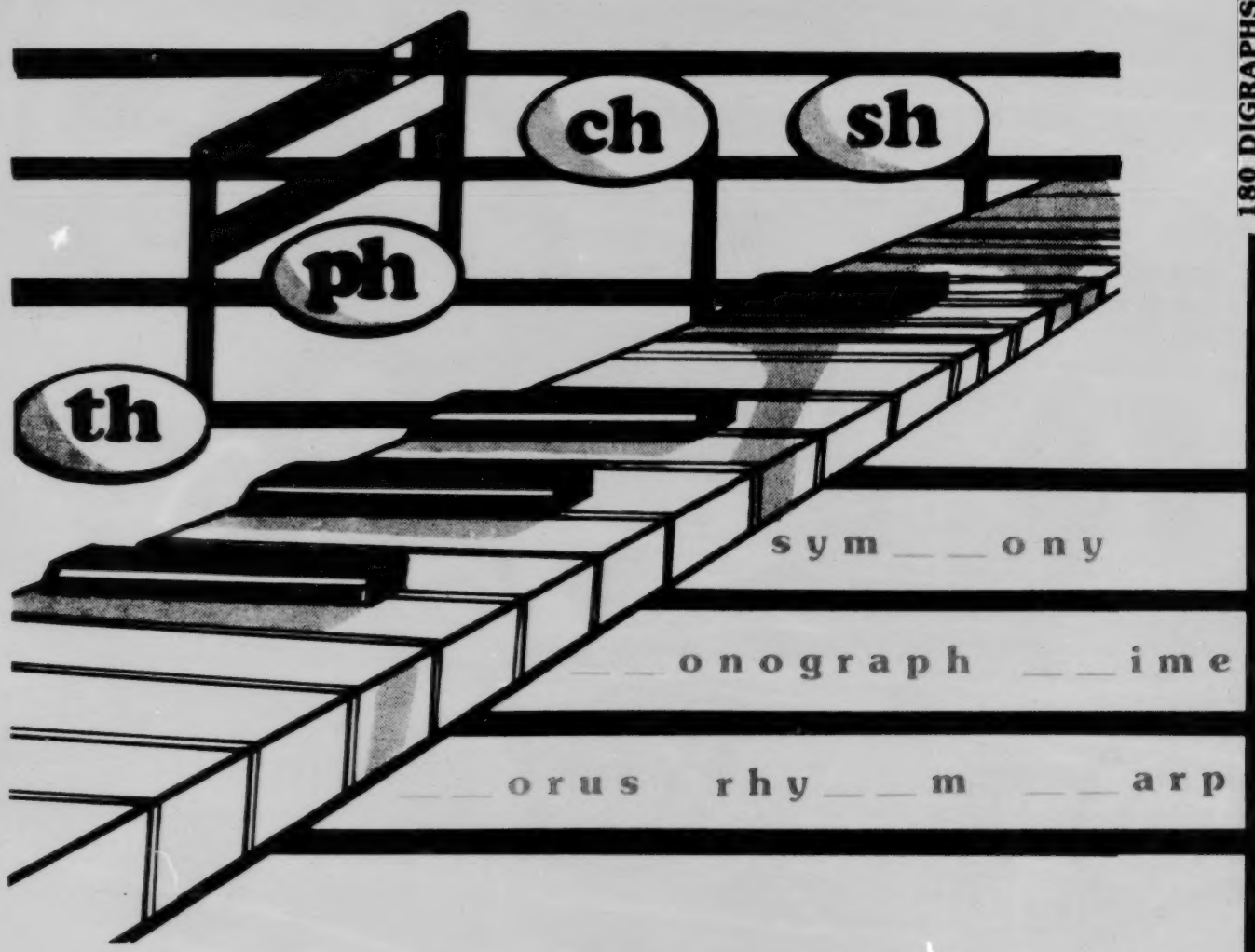
Final Flight

Skill #160

Objective:
The student will distinguish the ending symbol sound of a word.

Directions:
The student will complete each word on the right wing of the butterfly by adding one of the consonants from the left.

Follow-up Activities:
1. Given the final consonant "s," the students construct a butterfly mobile. Each student contributes by creating a butterfly and writing on it words with that ending sound.
2. On a bleached filmstrip, have the student draw pictures representing words ending in "g."



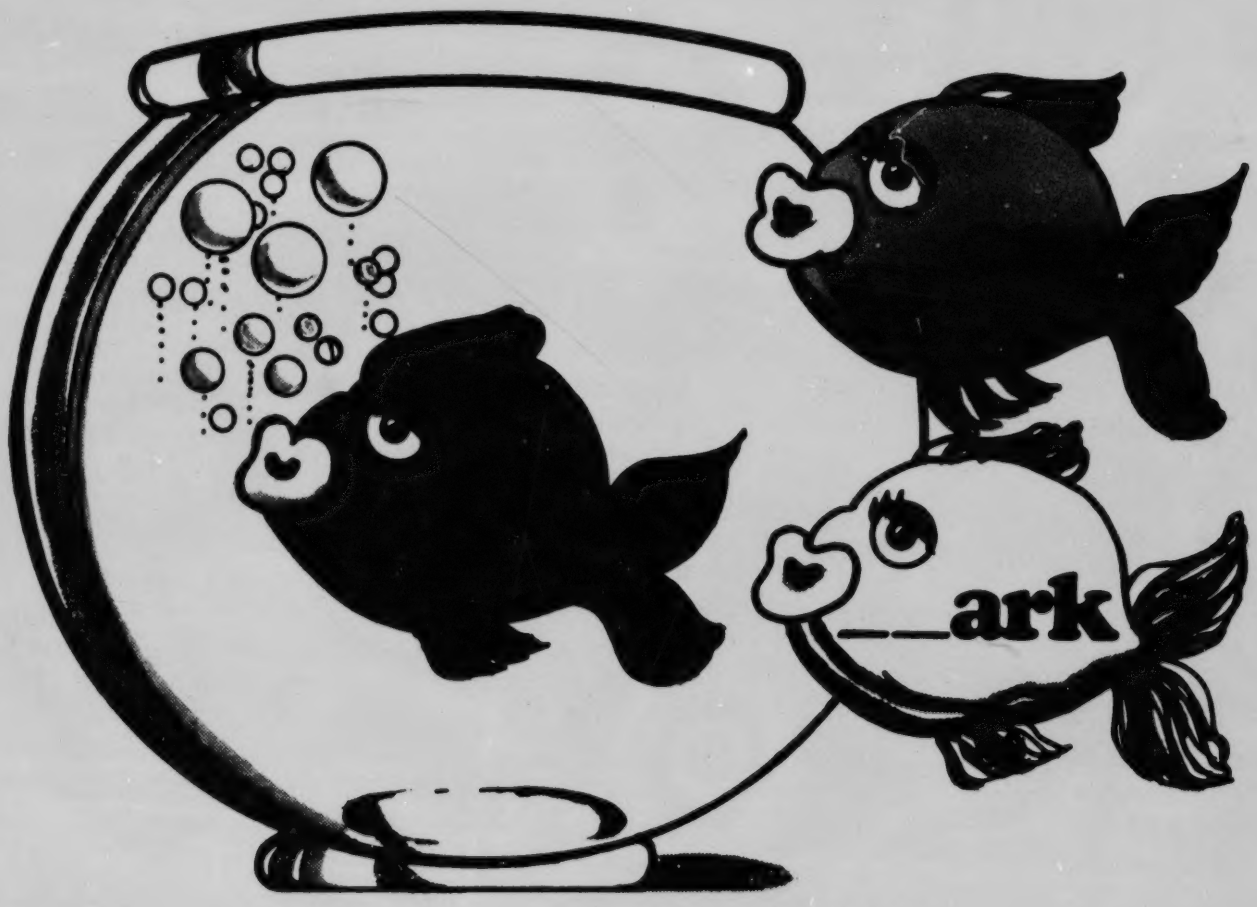
Name That Tune

Skill #180

Objective:
The student will recognize that two consonants can create a single sound.

Directions:
The student fills in the spaces using the correct digraphs on the musical notes above.

Follow-up Activities:
1. Have the student scan a magazine and cut out pictures representing words that either begin or end with "ph," "gh" or "wh."
2. Allow the students five minutes to circle as many words as possible on a newspaper page that begin with digraphs.



Swim On In

Skill #180

Objective:

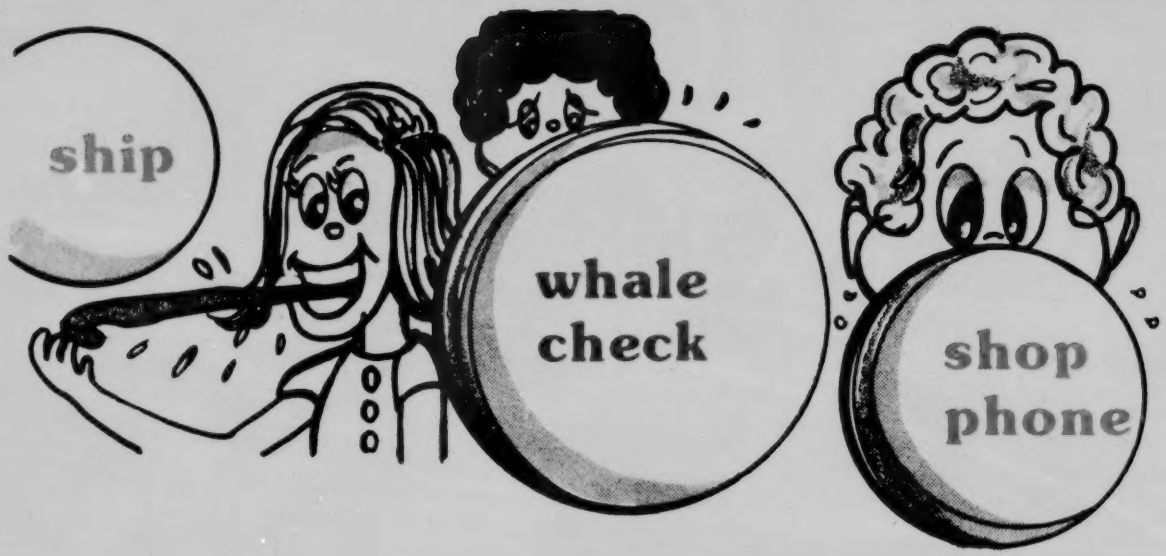
The student will recognize that two consonants can create a single sound by identifying them in a word.

Directions:

Place a paper clip on each fish and a magnet on the end of the fishing line. The student uses the line to select a fish. He must add "wh" or "sh" to the words on the fish he catches.

Follow-up Activities:

1. Give the student two pieces of construction paper, one with the heading "wh" and the other "sh." Using all the fish in the activity, have him sort them according to the digraph that is missing.
2. Give the student a topic relating to fish; such as, "Sea World" or "Under the Sea." Ask him to write a story incorporating as many words as possible beginning with digraphs.



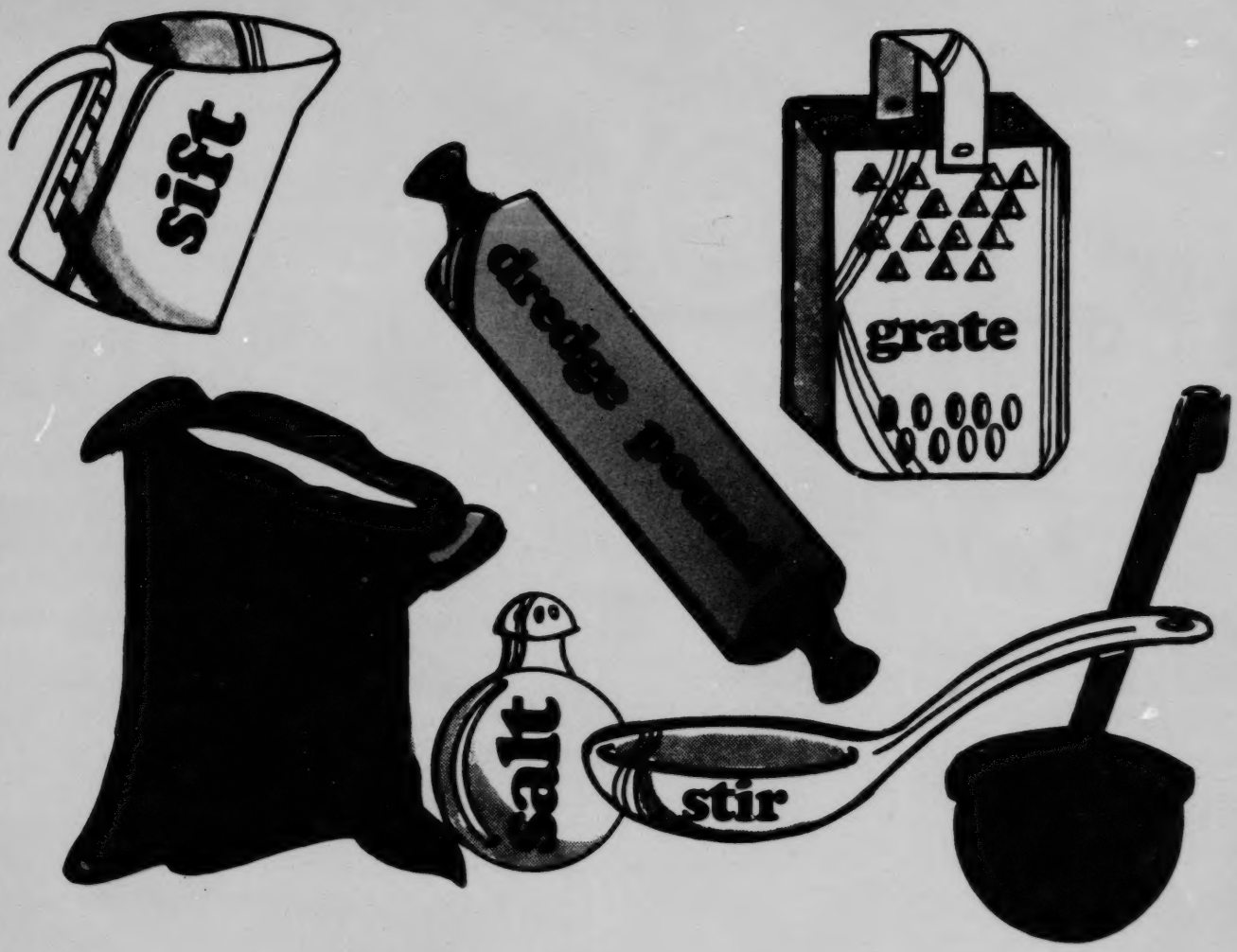
I'm Forever Blowing Bubbles

Skill #180

Objective:
The student will identify two consonants that create a single sound.

Directions:
The student underlines the consonant digraphs on the words written on each bubble.

Follow-up Activities:
1. Write clever sayings using digraphs; for example, Sharon and Sheila shopped for sheets.
2. Have students select a category; for example, animals. Each child, in turn, will name an animal beginning with a consonant digraph; for example, whale, chimp, rhino. Change categories after each round.



Baker's Blends

Skill #200

Objective:
The student will identify consonant blends.

Directions:
Give the student a flour sack filled with utensils. Have him circle the blends on each word.

Follow-up Activities:
1. Ask the students to cut out recipes from a family magazine and circle all the blends.
2. Using the recipes from follow-up one, compile a cookbook of "blends."

Pickle The Peppers

Skill #200

Objective:

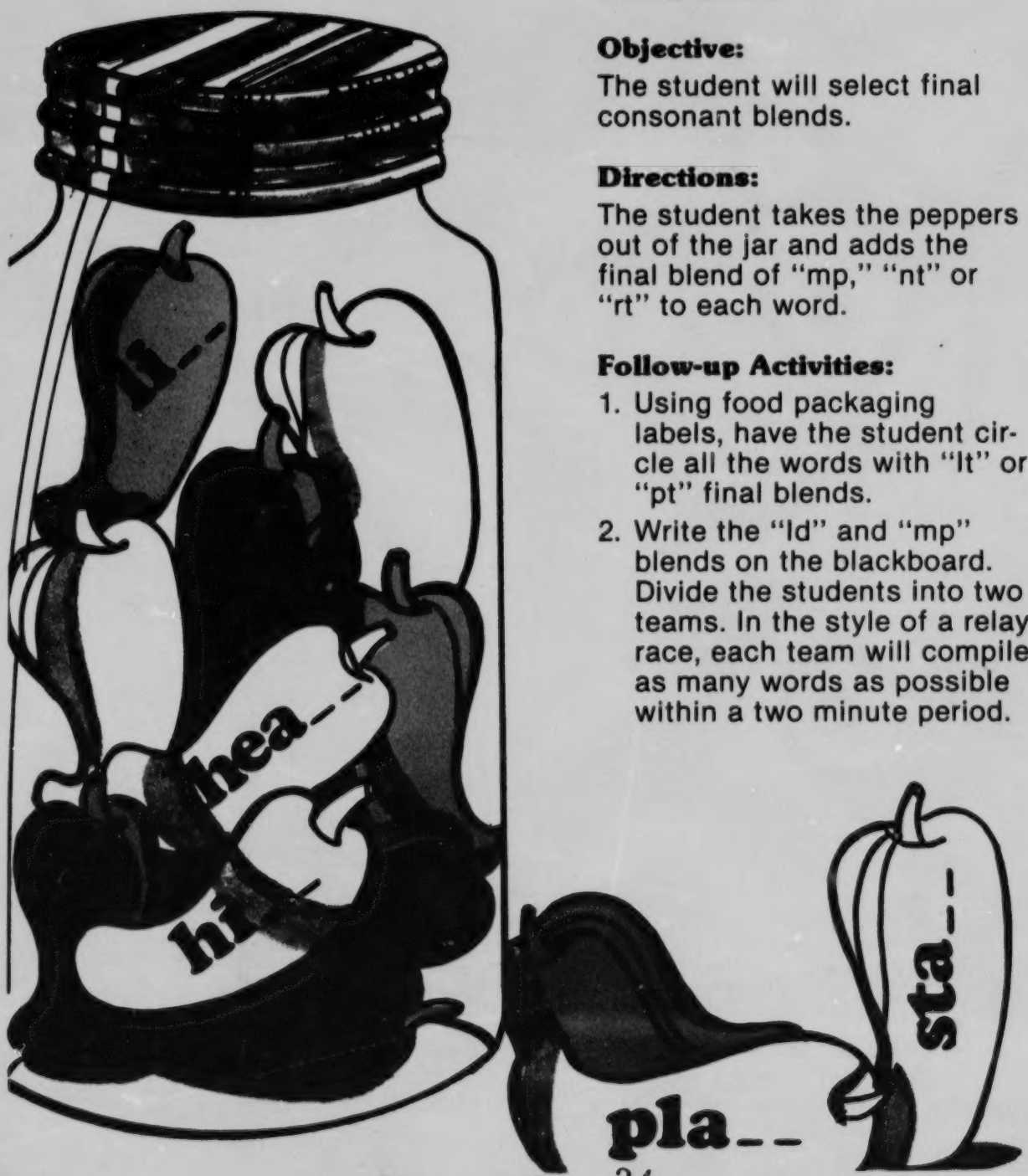
The student will select final consonant blends.

Directions:

The student takes the peppers out of the jar and adds the final blend of "mp," "nt" or "rt" to each word.

Follow-up Activities:

1. Using food packaging labels, have the student circle all the words with "lt" or "pt" final blends.
2. Write the "ld" and "mp" blends on the blackboard. Divide the students into two teams. In the style of a relay race, each team will compile as many words as possible within a two minute period.



Roller Twist

Skill #200

Objective:
The student will recognize initial consonant blends.

Directions:
The student takes the used paper towel roll with the attached rotating over-piece and matches the beginning consonant blend with the correct ending.

Follow-up Activities:
1. Cut pictures and words from a magazine and make a blend collage. Use one blend for each collage.
2. The student looks through a magazine article and underlines all the consonant blends he can recognize.

Computer Readout

Skill #220

Objective:

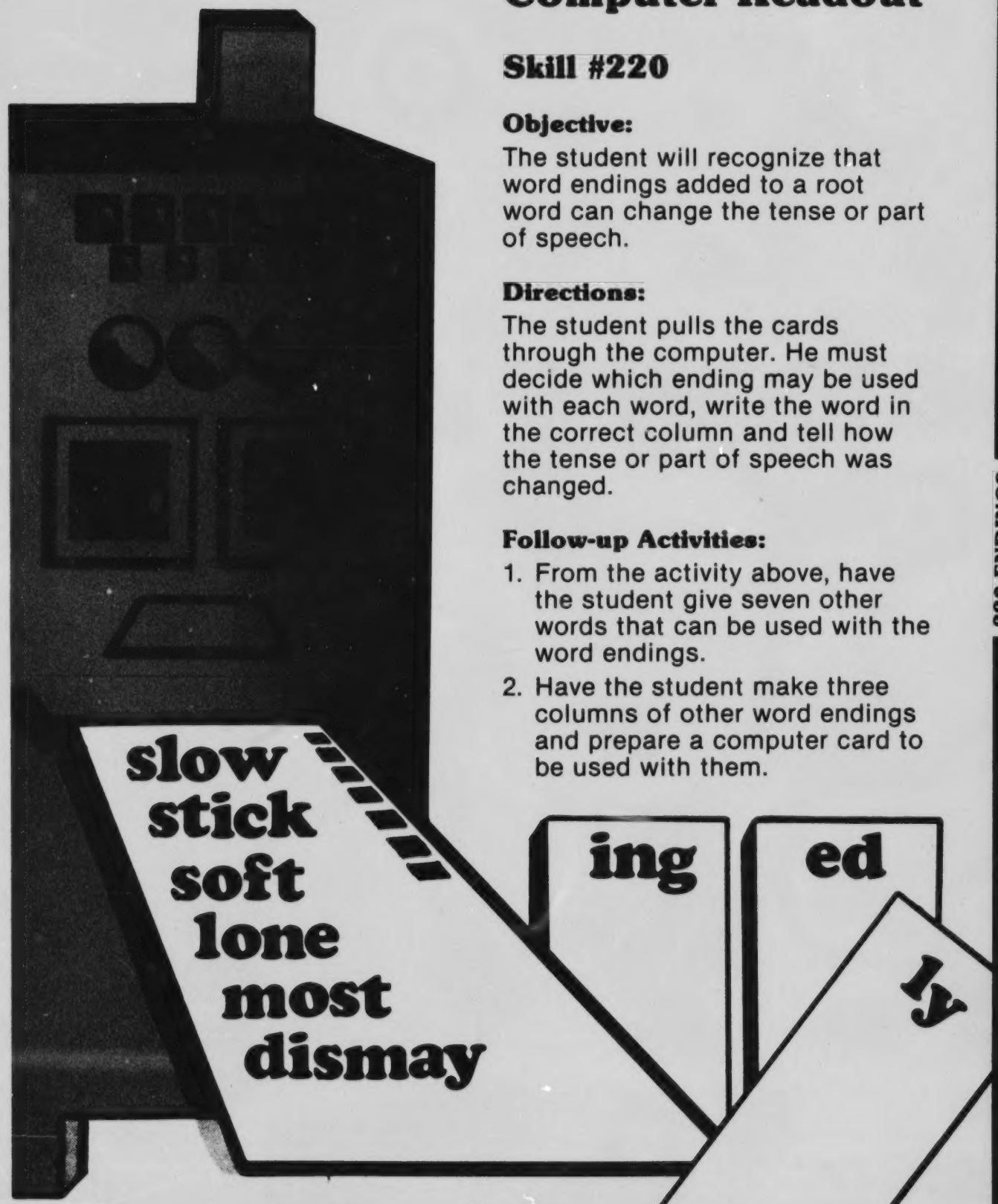
The student will recognize that word endings added to a root word can change the tense or part of speech.

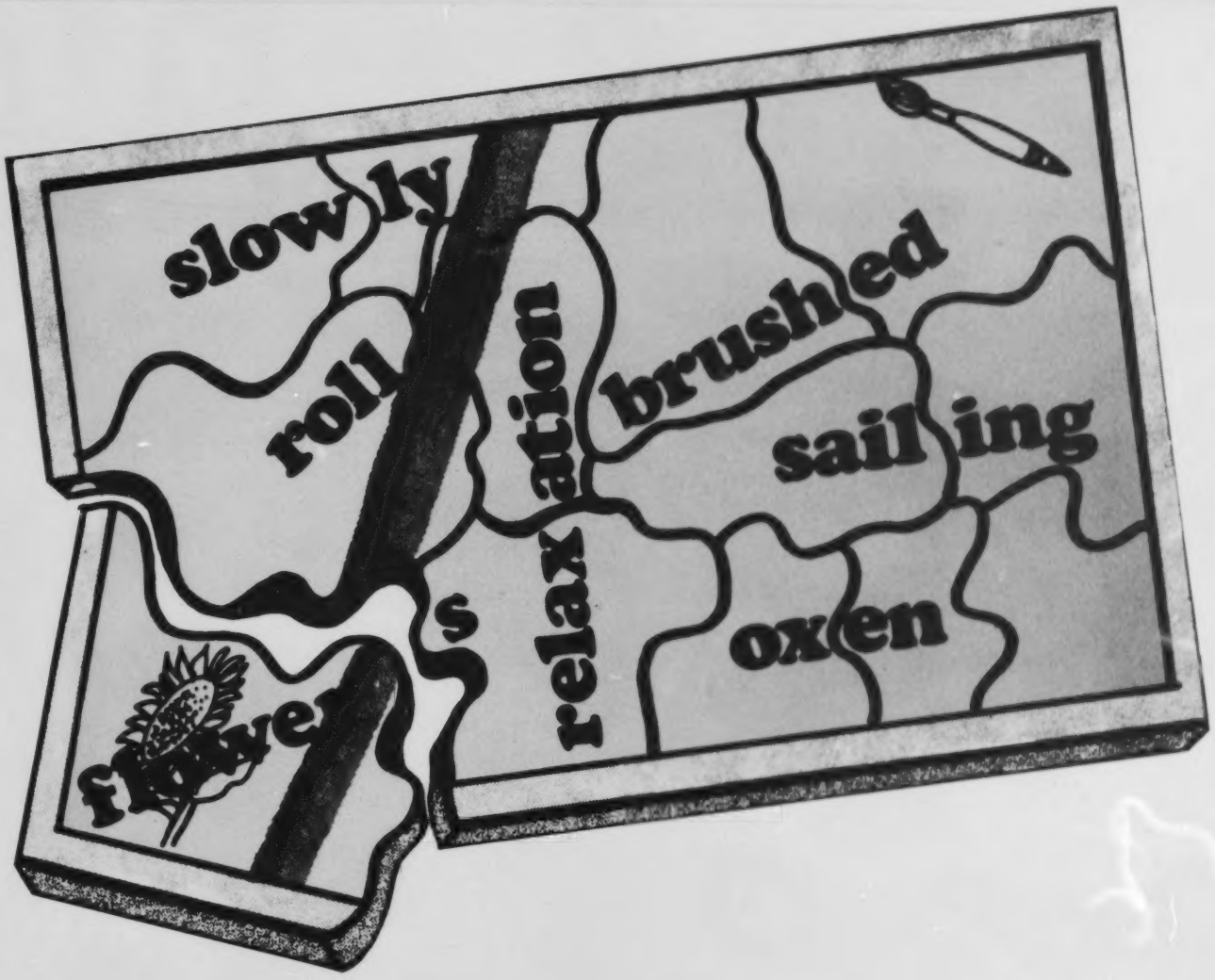
Directions:

The student pulls the cards through the computer. He must decide which ending may be used with each word, write the word in the correct column and tell how the tense or part of speech was changed.

Follow-up Activities:

1. From the activity above, have the student give seven other words that can be used with the word endings.
2. Have the student make three columns of other word endings and prepare a computer card to be used with them.





Puzzled Endings

Skill #220

Objective:
The student will identify endings added to root words.

Directions:
The student adds endings to root words by putting together the puzzle pieces.

Follow-up Activities:
1. Have the student think of two words using each ending on the puzzle.
2. Have the student make his own puzzle by using the root words in the activity with different endings.

Penny Bear's Pending Endings

Skill #220

Objective:
The student will identify endings added to a root word that change the tense or part of speech.

Directions:
The student will read Penny's story on her honey pot and fill in the missing endings.

Follow-up Activities:
1. After completing the activity, have the student determine how the word ending changed the tense or part of speech.
2. Give the student a catalog page and have him circle the "ly" ending everywhere it occurs.

Classy Vowels

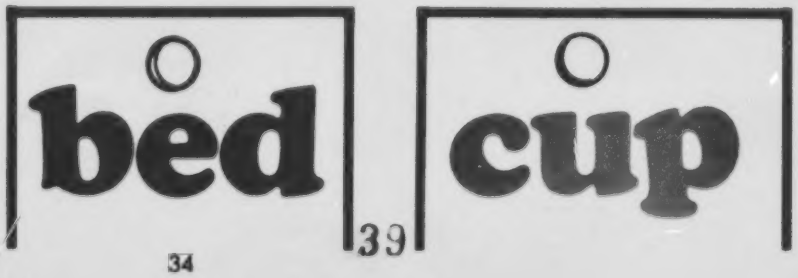
Skill #240

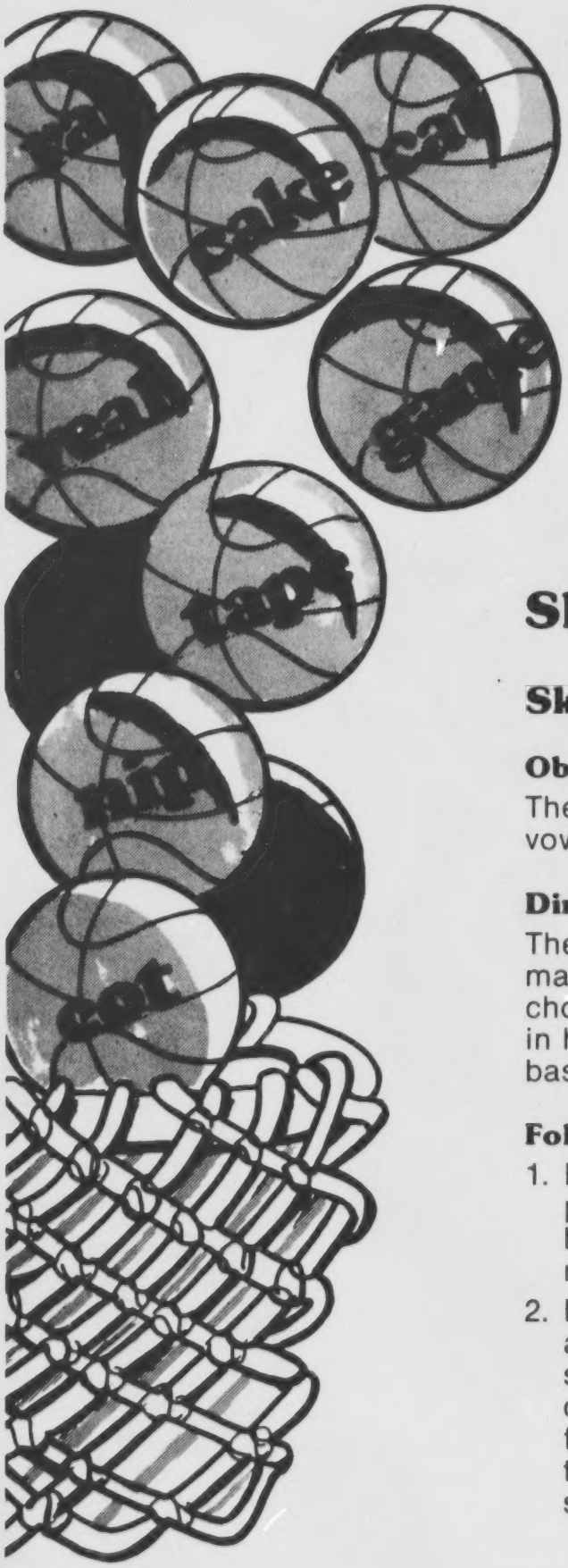
Objective:
The student will classify short vowel sounds.

Directions:
Provide the student with picture cards and word cards representing short vowel sounds. Have him classify the cards under the appropriate vowel symbol.

Follow-up Activities:

1. Have the student cut pictures and words representing one short vowel sound from discarded printed material.
2. Have the student make a mobile using the vowel symbol and his word and picture cards.





Rule 1: When a word has only one vowel, the vowel sound will usually be short.

Rule 2: When a word has two vowels together, the first vowel usually makes its long vowel sound. The second vowel is usually silent.

Rule 3: If a word ends in "e" the first vowel usually makes its long vowel sound and the "e" is silent.

Short Vowel Dunk

Skill #240

Objective:

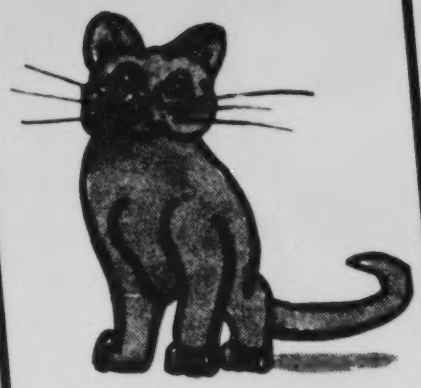
The student will distinguish short "a" vowel sounds.

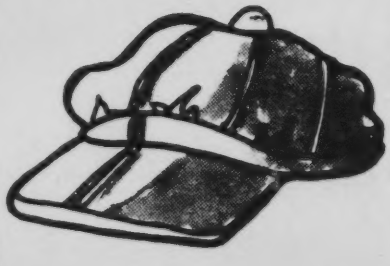
Directions:

The student challenges a friend to a match. The student must correctly choose ten short vowel basketballs to put in his basket. The one who fills his basket first is the winner.

Follow-up Activities:

1. Have the student list on a sheet of paper the words from all the basketballs and place the appropriate rule number beside each.
2. Divide the students into two teams—A and B. Beginning with team A, each student gives a short "a" word. Each correct answer scores two points. The first incorrect answer shifts the ball to the opposing team. The first team to score twelve points wins.





Add Zip With A Clip

Skill #240

Objective:

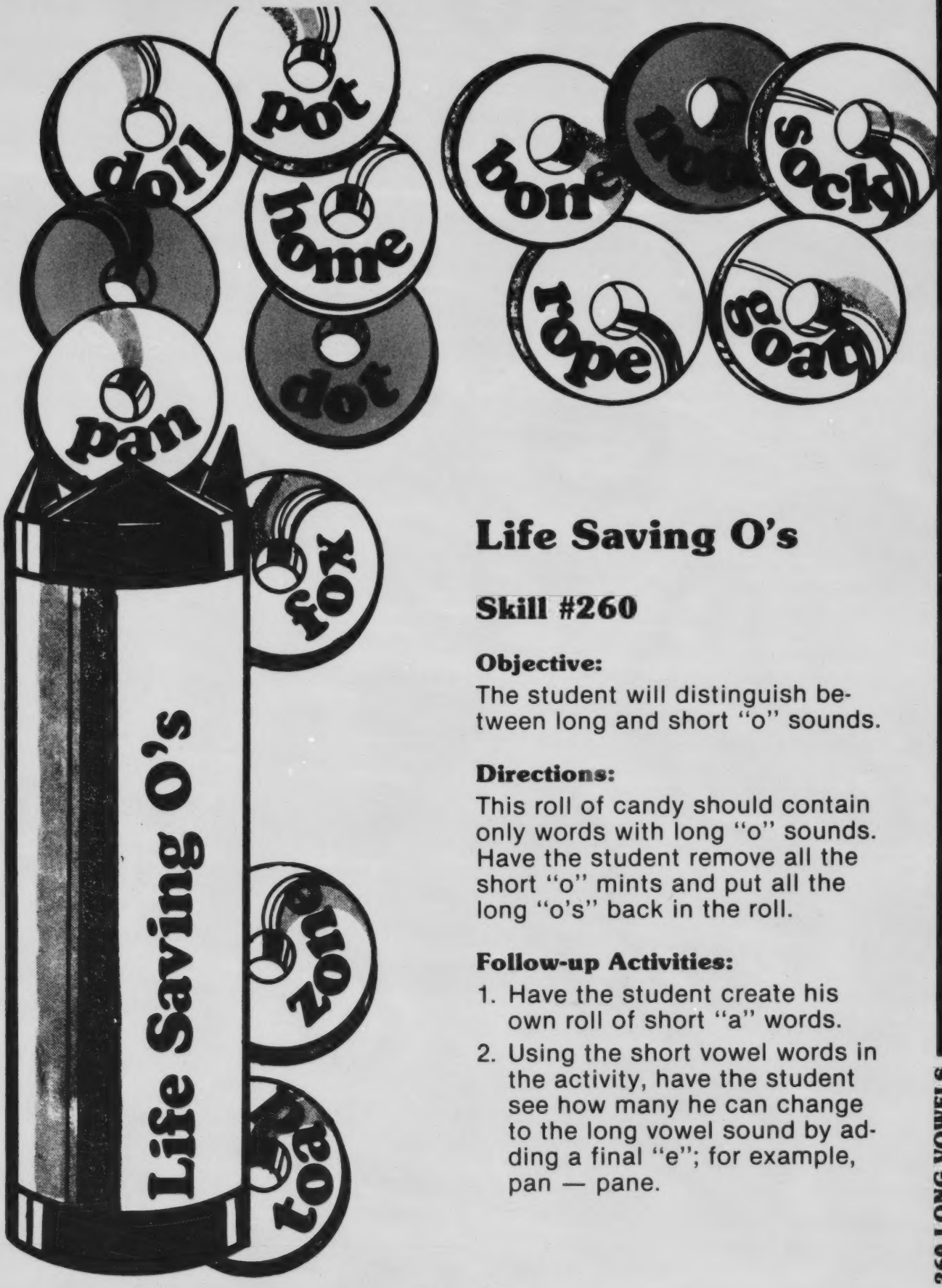
The student will identify short vowel sounds.

Directions:

Write the vowels on the clothespins. Ask the student to match each clothespin with the picture representing that short vowel sound.

Follow-up Activities:

1. Make a board with pictures representing both short and long vowel sounds.
2. Have the student collect pictures that represent short vowel sounds. Compile a book and entitle it "The Short Sounds."



Life Saving O's

Skill #260

Objective:

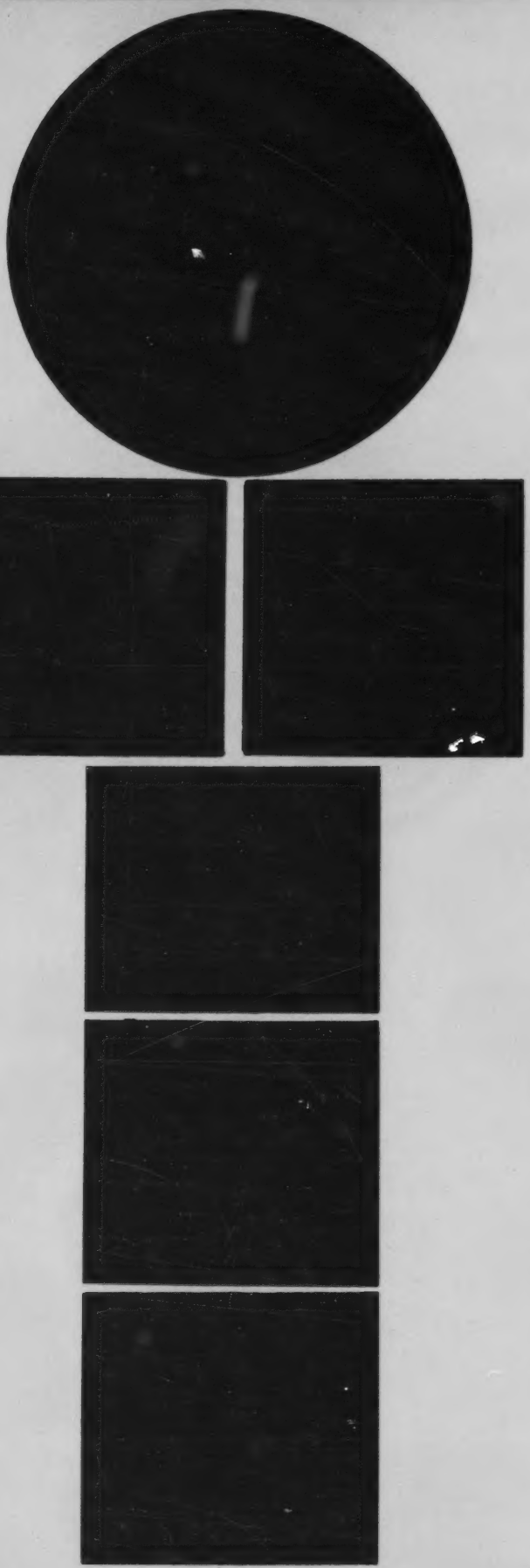
The student will distinguish between long and short "o" sounds.

Directions:

This roll of candy should contain only words with long "o" sounds. Have the student remove all the short "o" mints and put all the long "o's" back in the roll.

Follow-up Activities:

1. Have the student create his own roll of short "a" words.
2. Using the short vowel words in the activity, have the student see how many he can change to the long vowel sound by adding a final "e"; for example, pan — pane.



Hopscotch Vowel Victory

Skill #260

Objective:

The student will recognize long vowel sounds.

Directions:

Using chalk, the student draws a hopscotch figure on the pavement. The activity is played in the traditional way except that each player must say a word with the long vowel sound of the letter written in each section.

Follow-up Activities:

1. The player must name words containing two long vowel sounds; for example, mighty.
2. The student plays the game in the same way, but after giving a word with the long vowel sound, he must give two words that rhyme; for example, plate: mate, date.

Basket Of Berries

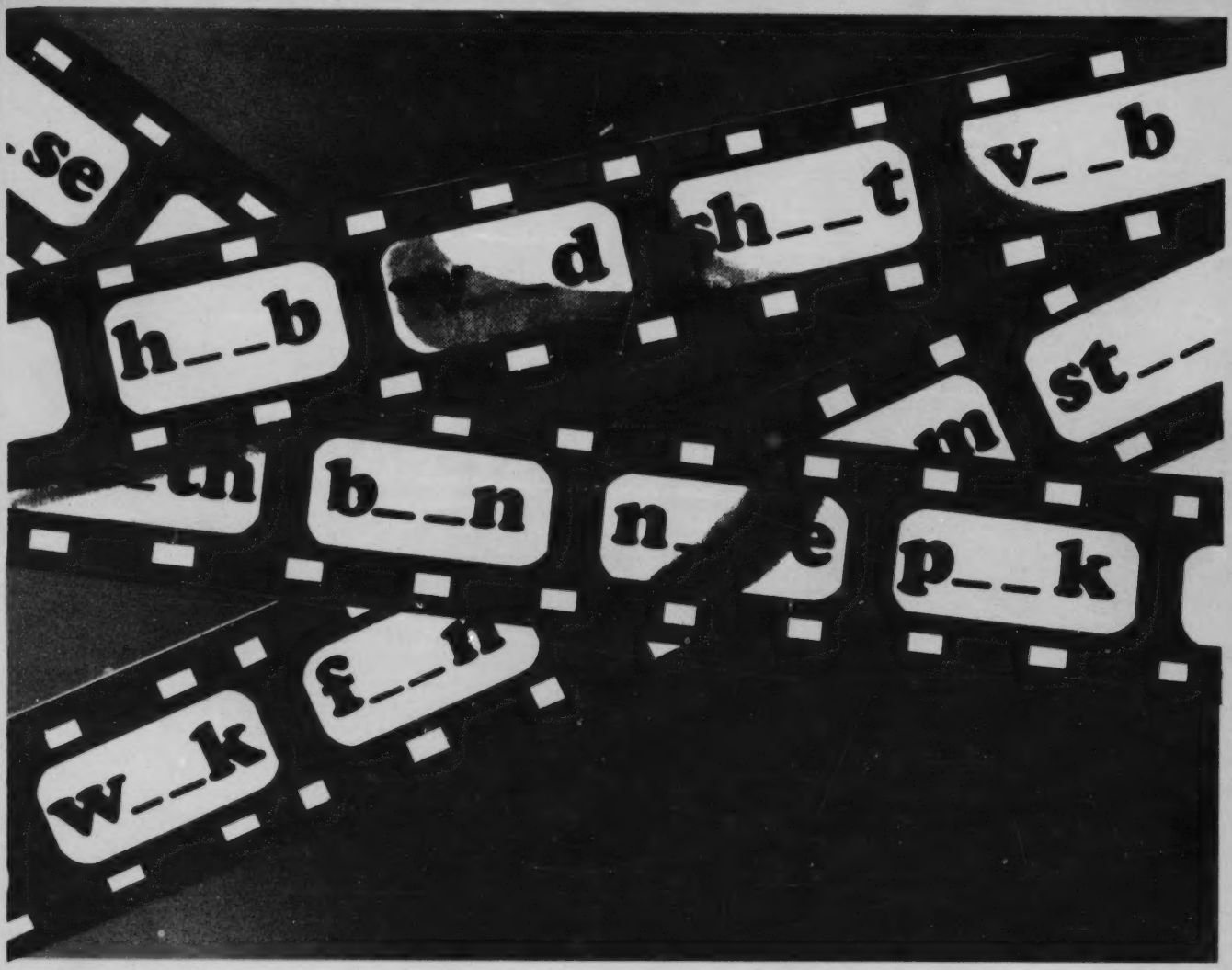
Skill #260

Objective:
The student will identify long vowel sounds.

Directions:
The student fills the basket with strawberries that have long vowel sounds.

Follow-up Activities:

1. On the back of each berry, the student will write rhyming long vowel words.
2. Have the student make up riddles with answers having long vowels; for example, "What do you call a stack of steaks? Neat Meat."



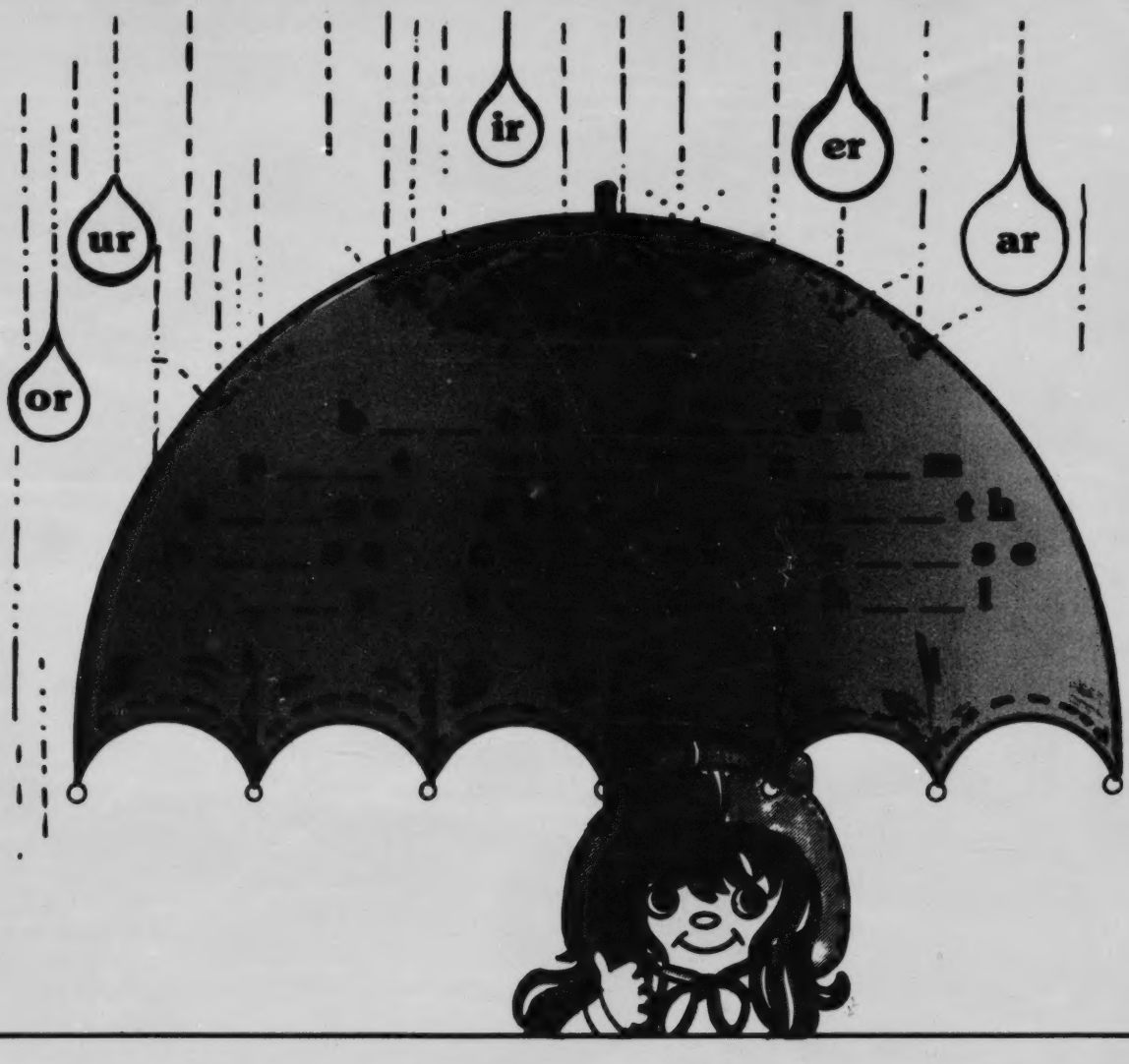
Framing "R" Controlled Vowels

Skill #280

Objective:
The student will recognize r-controlled vowel sounds in words containing "or" and "er."

Directions:
The student fills in each incomplete word on the filmstrip frame by adding "er" or "or."

Follow-up Activities:
1. The student lists words that rhyme with the words in each filmstrip frame.
2. Instruct the student to frame twenty r-controlled vowels by circling them in the comic strips.



Raindrops "R" Falling

Skill #280

Objective:
The student will identify speech sounds associated with r-controlled vowels.

Directions:
The student places the correct raindrop on the blanks provided.

Follow-up Activities:
1. Instruct the student to cut out pictures representing words that contain "bossy r" sounds; for example, car, corn.
2. Utilizing the pictures from the above activity, have the student write the word each picture represents. He must underline the r-controlled vowel.

1. g _ _ l
2. y _ _ n
3. st _ _ e
4. th _ _ ty
5. st _ _
6. h _ _ se
7. f _ _ m
8. tract _ _

Roll An "R"

Skill #280

Objective:

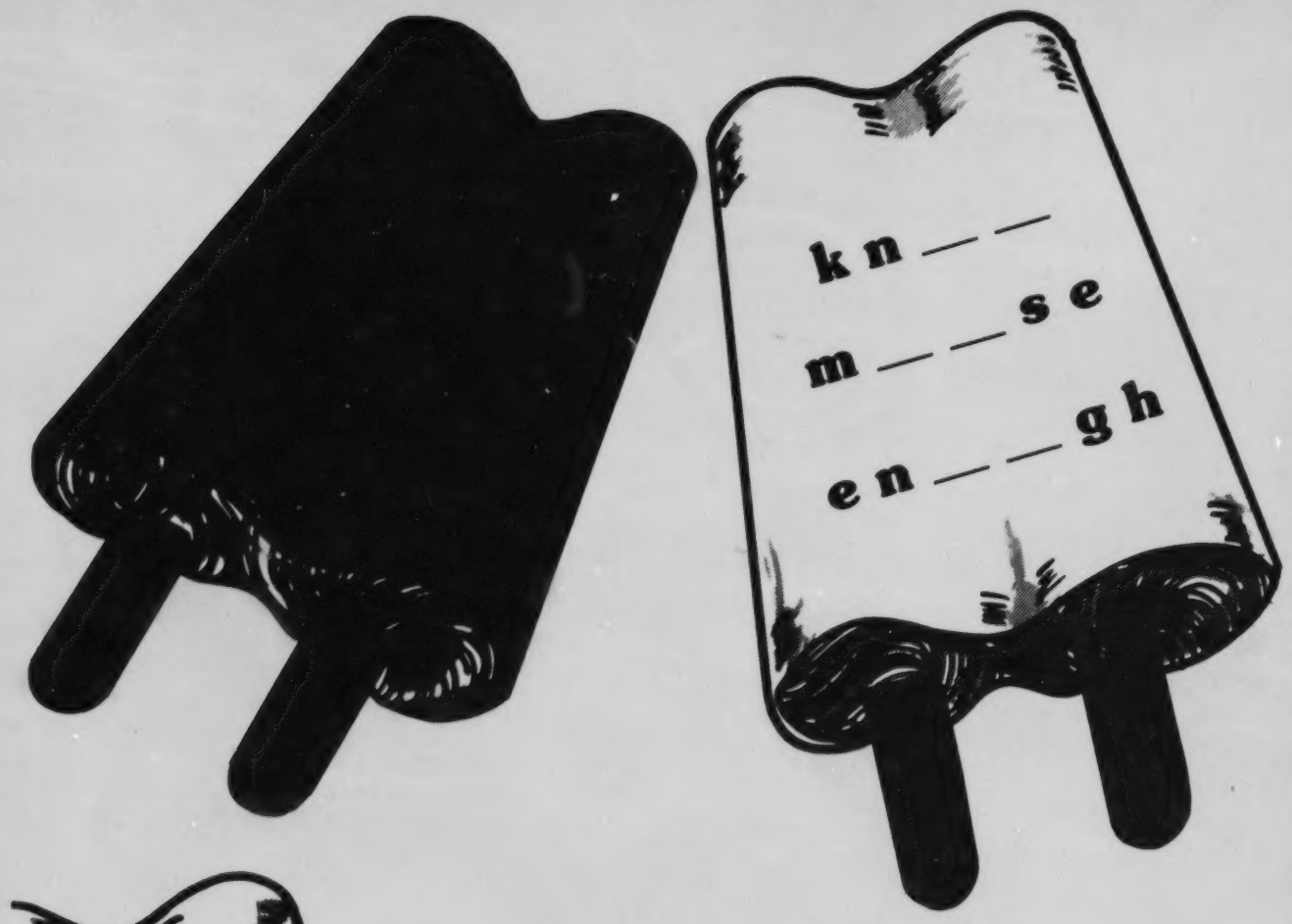
The student will identify vowels controlled by the "bossy r."

Directions:

This activity is played with two or more students. Each student is given the list of words shown above. Provide them with a die made from a square box with an r-controlled vowel on each side as shown. In alternating turns, each student rolls the die. If the correct r-controlled vowel shows on the top of the die, the student fills in the word on his list. The list must be completed in order. The first one to finish is the winner.

Follow-up Activities:

1. Ask the student to roll the die and give three words containing the r-controlled vowel showing.
2. Using an inexpensive window shade and markers, make a permanent bulletin board on r-controlled vowels.



Drippy Diphthongs

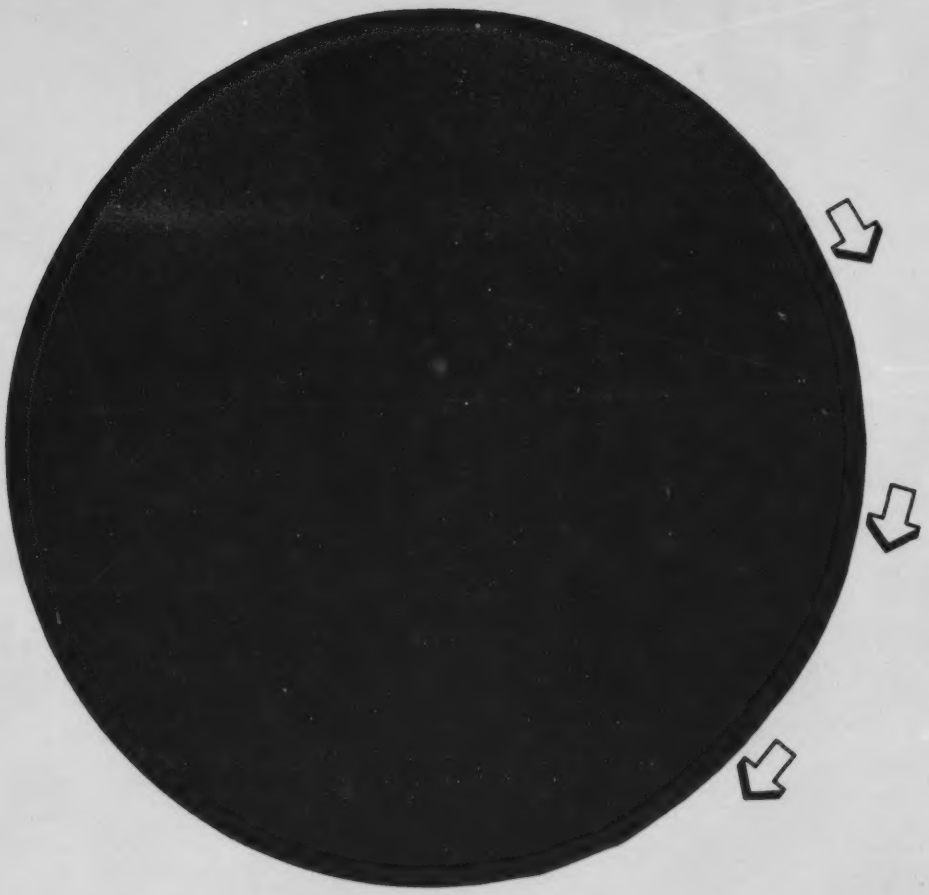
Skill #300

Objective:
The student will identify words with diphthongs.

Directions:
The student places the following diphthongs in the blanks to complete the words on the popsicles (ow, ou, oy, oi).

Follow-up Activities:

1. Write down the letter combinations (oi, oy, ou, ow). For each combination, have the student recite three words.
2. The student must walk around the room and label several objects whose names have the diphthongs and digraphs listed in the skills book.



Dialing For Diphthongs

Skill #300

Objective:
The student will identify diphthongs in words (ow, ou, oy, oi, ew).

Directions:
The student must position the under wheel so that the correct diphthong shows in the opening on the upper wheel to complete the word.

Follow-up Activities:
1. Have the student write down the words he made on the wheel and then underline the diphthong.
2. Re-construct the activity to teach digraphs.

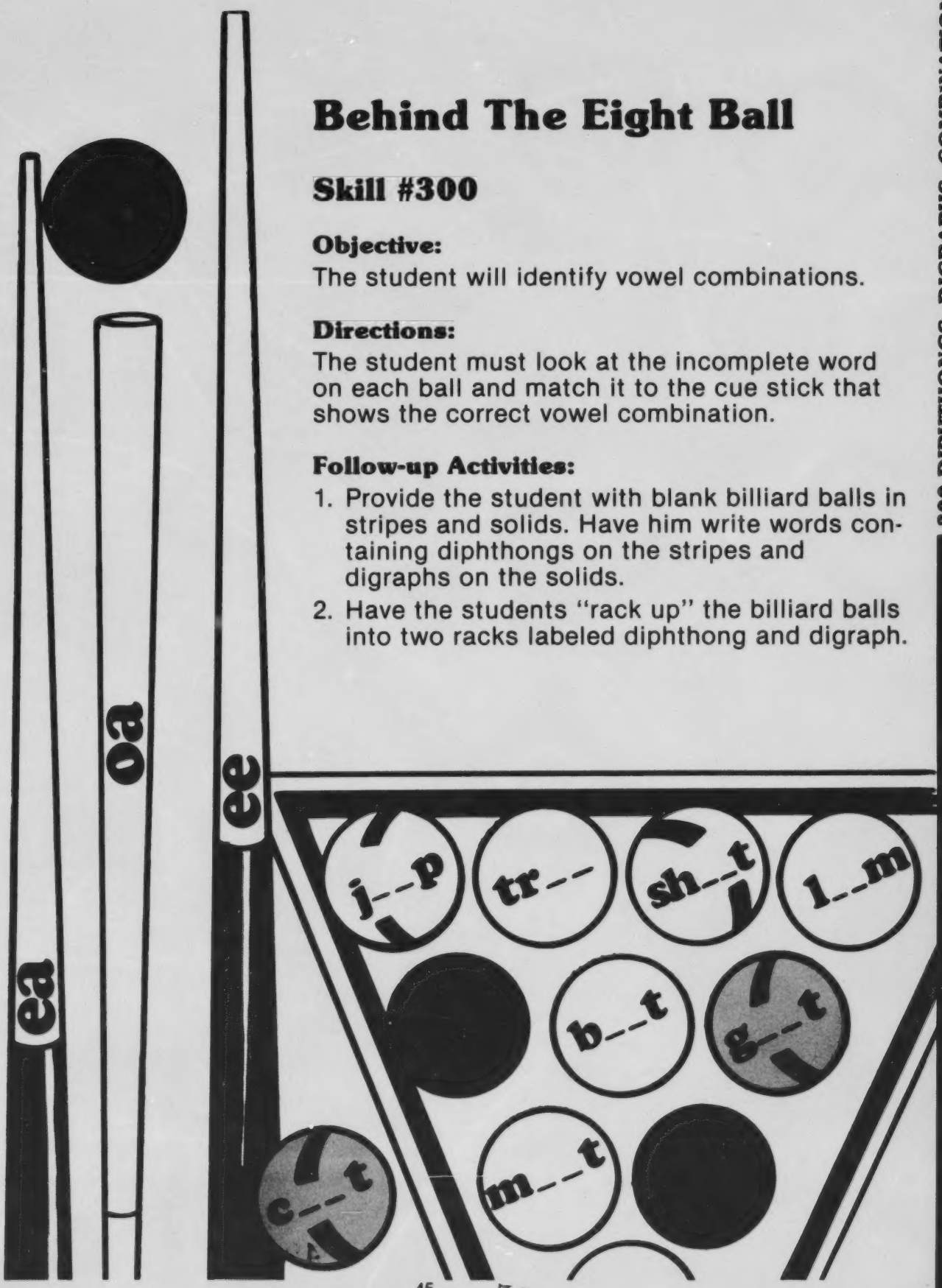
Behind The Eight Ball

Skill #300

Objective:
The student will identify vowel combinations.

Directions:
The student must look at the incomplete word on each ball and match it to the cue stick that shows the correct vowel combination.

Follow-up Activities:
1. Provide the student with blank billiard balls in stripes and solids. Have him write words containing diphthongs on the stripes and digraphs on the solids.
2. Have the students "rack up" the billiard balls into two racks labeled diphthong and digraph.



Superstitious Syllable Sally

Skill #320

Objective:

The student will identify the number of syllables in a word.

Directions:

The student has a sheet of paper numbered one through five. Using the following list of words, he must say each one and write it under the numeral indicating the number of syllables. Words: superstitious, cat, ladder, mirror, shamrock, horseshoe.

Follow-up Activities:

1. Give a superstitious saying; such as, "Knock on wood." The student says it aloud and determines how many syllables it contains.
2. Use pictures representing words that contain several syllables and choose a student to hold them up one at a time. He selects a student to name the picture and tell how many syllables the name has.

easy	musical	token
wand	penicillin	patent
cactus	republican	volcano

Clap Your Hands

Skill #320

Objective:

The student will identify syllables.

Directions:

The teacher will read the words aloud. The student must clap his hands for each syllable heard in the word.

Follow-up Activities:

1. Supply the student with numeral cards. When a word is pronounced, the student holds up the numeral corresponding to the word's number of syllables.
2. Have the students group themselves according to the number of syllables in their names.

Reagan's Jelly Beans

Skill #320

Objective:

The student will distinguish the number of syllables in a word.

Directions:

The student takes each jelly bean from the jar, says the word aloud and writes on the jelly bean the numeral that indicates how many syllables he hears.

Follow-up Activities:

1. The student sorts the jelly beans into jars or stacks designated as one syllable, two syllables, etc.
2. Ask a student to give a word that describes jelly beans. Another student must tell how many syllables that word contains.

Migrant Marathon

Skill #340

Objective:

The student will identify one, two, three and four syllable words by using rules of syllabication.

Directions:

Prepare a set of cards with running terms. In alternate turns, two students each draw a card. The student determines the number of syllables contained in the word and checks his answer on the back. If he is correct, he adds that number to his score. If he is incorrect, he subtracts it. The first student to reach a score of twenty-six wins the marathon.

Follow-up Activities:

1. Have the student write his full name and determine how many syllables it contains.
2. Give the student the sports page of a newspaper. Have him cut out names in the articles and place them on a piece of paper under headings one, two and three to indicate how many syllables each has.

Girelephant

Skill #340

Objective:

The student will identify syllables.

Directions:

Have the student make up names for imaginary animals. After writing them down, have him syllabicate them according to known generalizations.

Follow-up Activities:

1. Have the student draw a picture of an imaginary animal. Have him give it to a friend to name and syllabicate.
2. Have the student list fifteen animals he might find in a zoo and syllabicate their names.

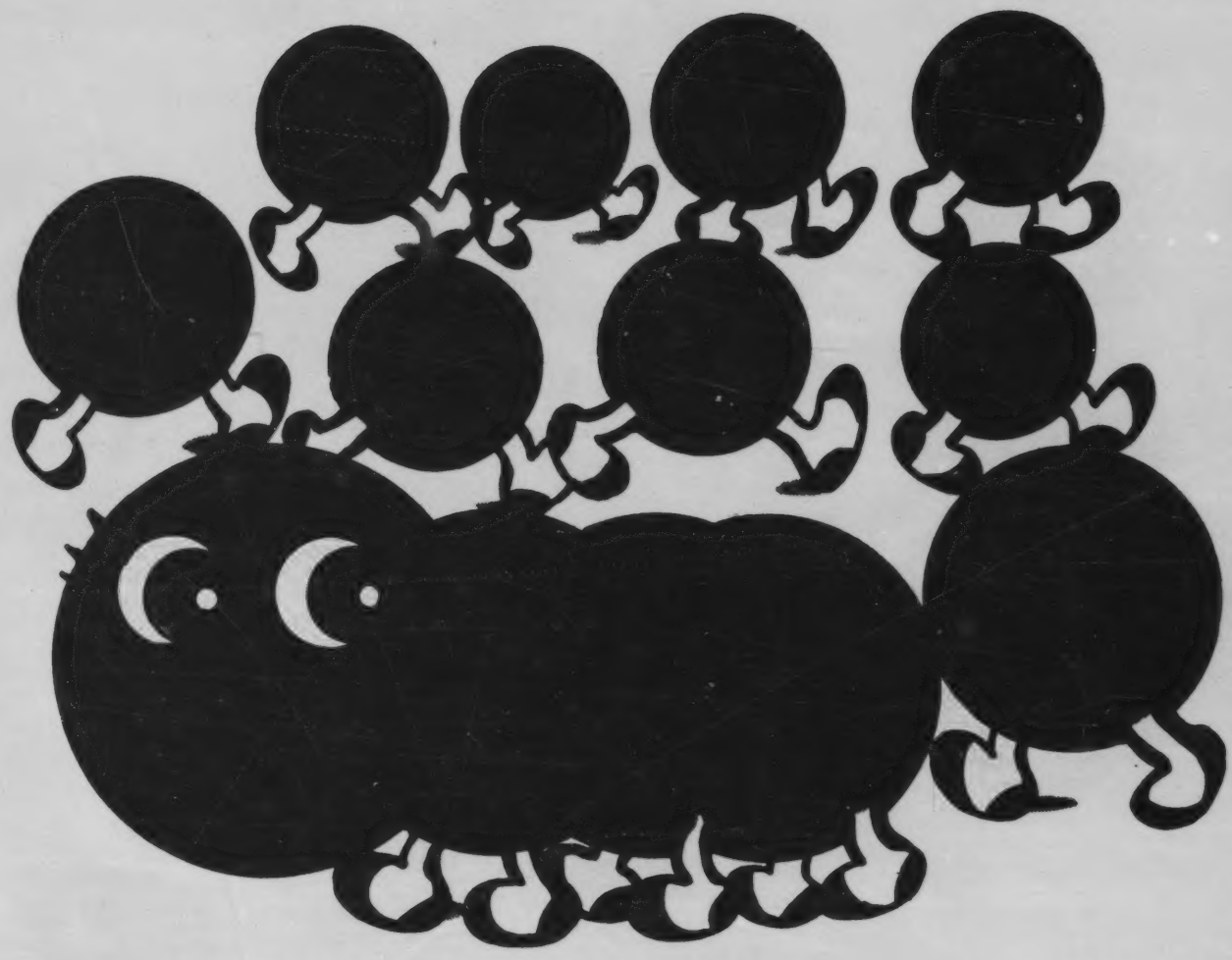
Soup To Nuts

Skill #340

Objective:
The student will distinguish one, two and three syllable words.

Directions:
The student orders dinner for himself and two friends. Each dinner must consist of something from each category. The first dinner has only one syllable words; second dinner, two syllable words and third dinner, three syllable words. Have him record what he has eaten.

Follow-up Activities:
1. Using a real menu, the student categorizes the items as to one, two or three syllable words.
2. Have the student make a list of local restaurant names and categorize them as one, two or three syllable words.



Centipede Sam

Skill #360

Objective:
The student will identify root words that are used for making other words.

Directions:
Have the student position each word ending behind an appropriate root word and watch the centipede grow.

Follow-up Activities:
1. Have the student give three other words using the root words on the centipede.
2. Give the student a paragraph from a newspaper and have him circle all the root words.

Polly Wants A Cracker

Skill #360

Objective:

The student will distinguish words or parts of words that are used for making other words.

Directions:

See if the student can name the root word on each cracker.

Follow-up Activities:

1. Ask the student to add a different prefix or suffix to the word written on the cracker.
2. Use real crackers, one with prefixes and suffixes and one with root words. Let the student see how many words he can make.

Card Shark

Skill #360

Objective:
The student will identify root words.

Directions:
The cards are dealt and the activity follows the traditional rules of "Fish." A pair is constituted by two words having the same root word. The student must correctly name the root word to claim the pair.

Follow-up Activities:
1. Using the cards from the activity, play "Concentration."
2. Utilizing the dictionary, have the student look up each root word and write two additional forms of that word.

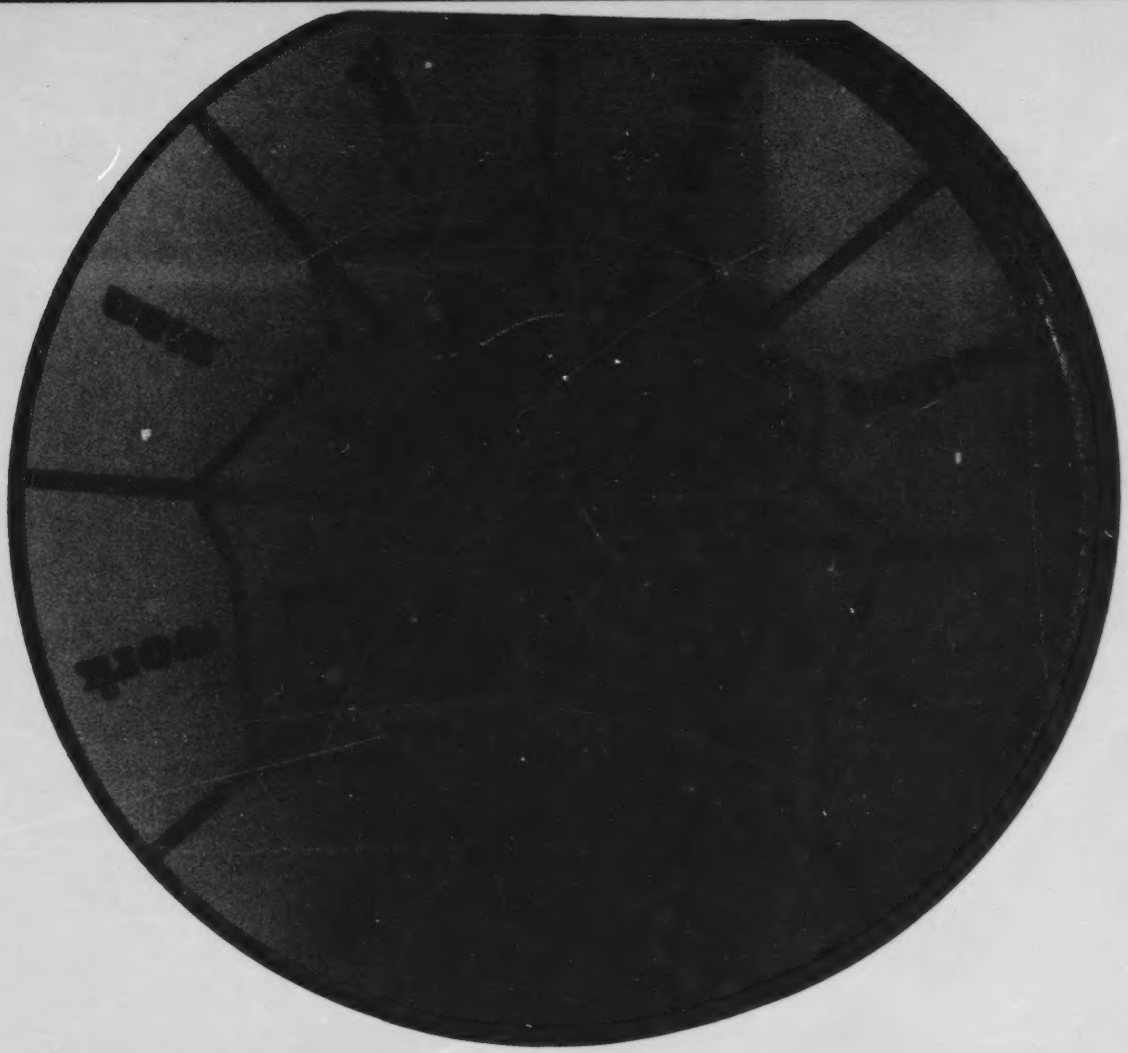
Fore!

Skill #380

Objective:
The student will identify two or more words combined.

Directions:
The student arranges the golf balls in pairs so that together they form a compound word.

Follow-up Activities:
1. Use real balls and tees with words written on each. Have a box filled with sand to place the tees in. Place the balls on the tees to form compound words.
2. Have the student combine two pictures that represent a compound word.



Puzzlement

Skill #380

Objective:
The student will distinguish the words in a compound word.

Directions:
The student takes the outer puzzle pieces and matches them to the center piece of the pizza wheel to form compound words.

Follow-up Activities:
1. Have the student take the words from the center wheel and make compound words from them.
2. Write some compound words on a piece of poster board. Cut it into puzzle pieces. As the student assembles the puzzle, he will also be comprehending words. As the puzzle is completed, he will be identifying words that make up the compound words.

Crave A Compound Word

Skill #380

Objective:

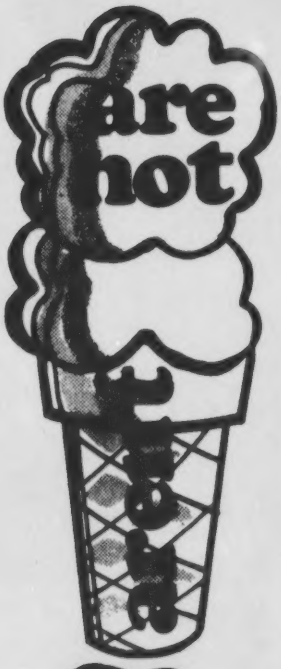
The student will distinguish two or more words combined into one.

Directions:

The student will take the can of potato chips and shake out one at a time. He must then add another word to the one written on the chip to form a compound word.

Follow-up Activities:

1. Have the student remove all the chips from the can and see how many compound words he can form.
2. Have the student make a sentence from each compound word.



"Cone"tractions

Skill #400

Objective:

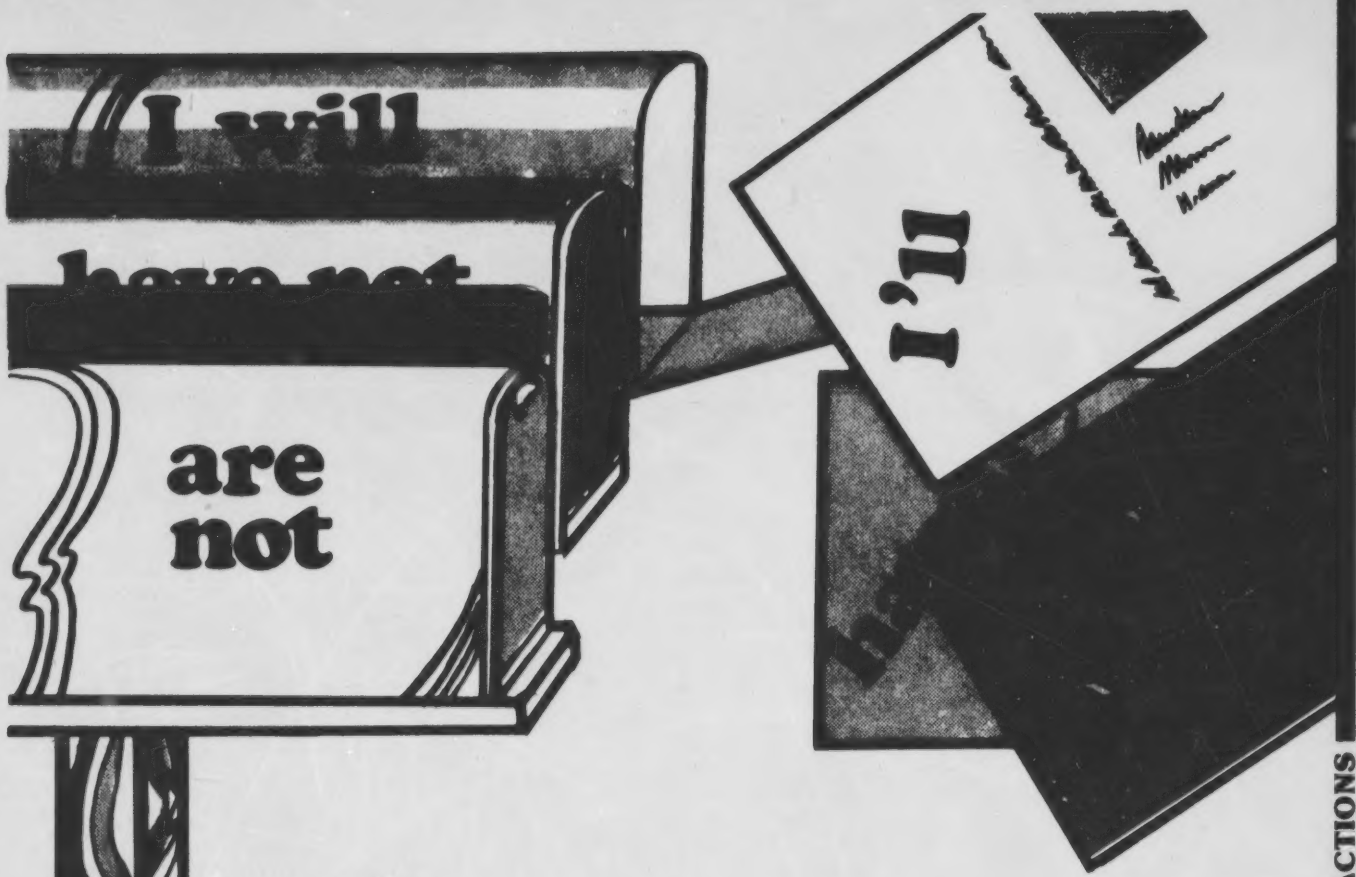
The student will identify the shortened form of two words.

Directions:

The student looks at the words written on each ice cream cone. He must match the cones to the scoops of ice cream.

Follow-up Activities:

1. Give the student the ice cream scoops and have him write the contractions.
2. Have a student give a sentence containing a contraction. Have him repeat the sentence substituting the words for the contractions.



Post A Contraction

Skill #400

Objective:
The student will identify the shortened form of two words.

Directions:
Provide the student with mail boxes on which are written two words. Give him a blank postcard for each mailbox. He must write the contraction on his postcard. He can check his answer by looking at the answer card inside the mailbox.

Follow-up Activities:

1. Give the student the postcards with the contractions. He must say the words each contraction represents.
2. Have the student write a postcard to a classmate using as many contractions as possible.

Squirreling Away

Skill #400

Objective:
The student will identify the two words in contractions.

Directions:
The student helps the squirrel get ready for winter by "squirreling away" his acorns. Each acorn has a contraction written on it. On the back of the acorn, the student must write the two words that make up the contraction.

Follow-up Activities:
1. Have a contest! Have the student find a partner and see who can write down ten contractions first!
2. Have the students exchange papers and see who can write the two words contained in the contraction.

A Task In The Basket

Skill #420

Objective:

The student will identify the prefix as the initial syllable.

Directions:

The student must place each egg in the basket that indicates the prefix with which it can be used.

Follow-up Activities:

1. Using blank egg shapes, have the student add two words to each basket.
2. Using blank cards, the student scores five points for every word he thinks of that can be matched to two baskets; for example, redo, undo.

forgetful discontent lumber	enjoyment repair parade	helpful story unaware
snowman painless subhuman	outside rearrange partnership	sleepless understand uncover
proclaim difference restaurant	rechargeable sidewalk unleash	disdane exclamation butcher

Prefix, Suffix, Tic-Tac-Toe

Skill #420

Objective:

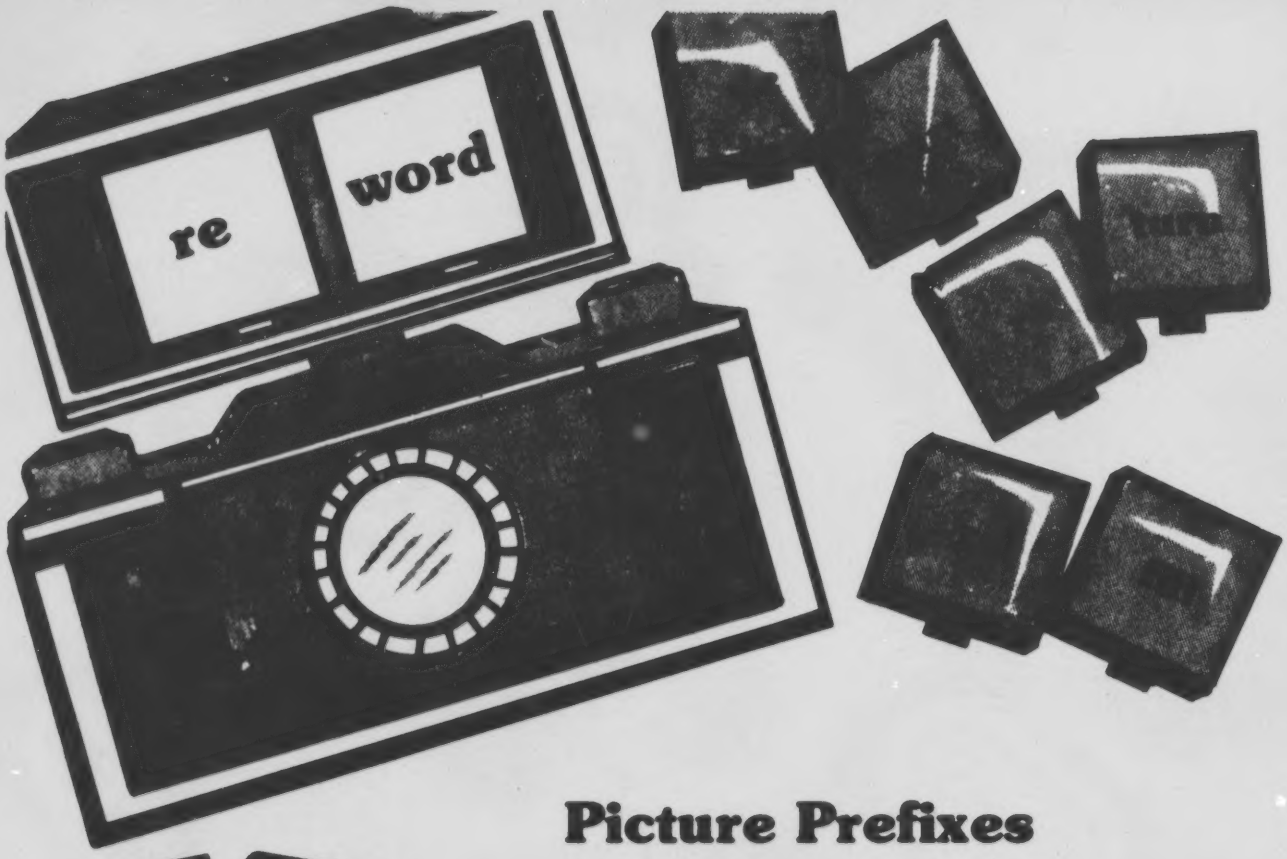
The student will distinguish between prefixes and suffixes.

Directions:

In each activity, one player will be "P" (P marks prefixes), and the other player will be "S" (S marks suffixes). The player chooses a square and finds the word that contains his word part. The player must read the word and spell the prefix or suffix. If the player is correct, the square is his, but if he is incorrect, the square belongs to the other player. (Any disagreements — settle with a dictionary.)

Follow-up Activities:

1. Take one word from the tic-tac-toe board. Have the student make five new words by changing the prefix or suffix; for example, uncover—covers, covering, recover, covered, discover.
2. Give the class a prefix. After two minutes, see who has formed the most words.



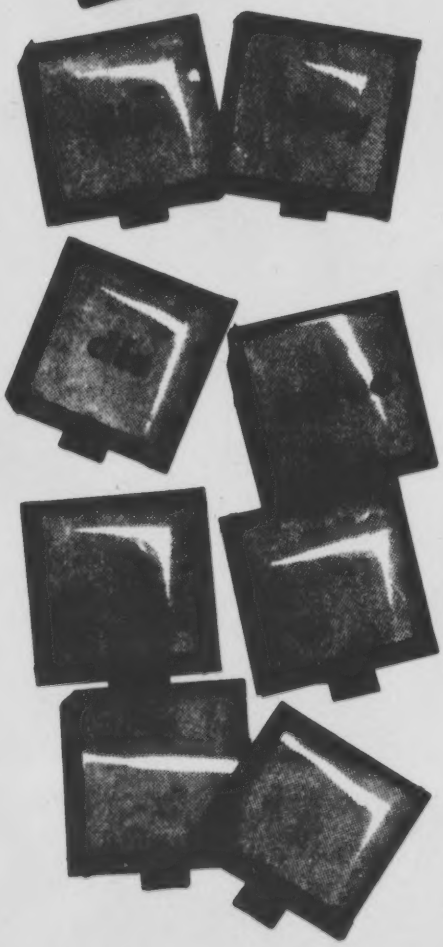
Picture Prefixes

Skill #420

Objective:
The student will identify the prefix as the initial syllable.

Directions:
This camera uses two flashcubes — the prefix and the root word. The student will match the correct flash cubes in the camera making new words.

Follow-up Activities:
1. Give the student four blank flashcubes. Have him write two prefixes and two base words to add to the collection.
2. Have the student add different prefixes to the base words in the above activity to change the meanings of the words; for example, review, preview.



Court A
1. the most
2. full of
3. toward the
4. without
5. able to
6. one who
7. in that way

Court B
A. backward
B. hopeless
C. teacher
D. neatest
E. comfortable
F. quickly
G. wonderful

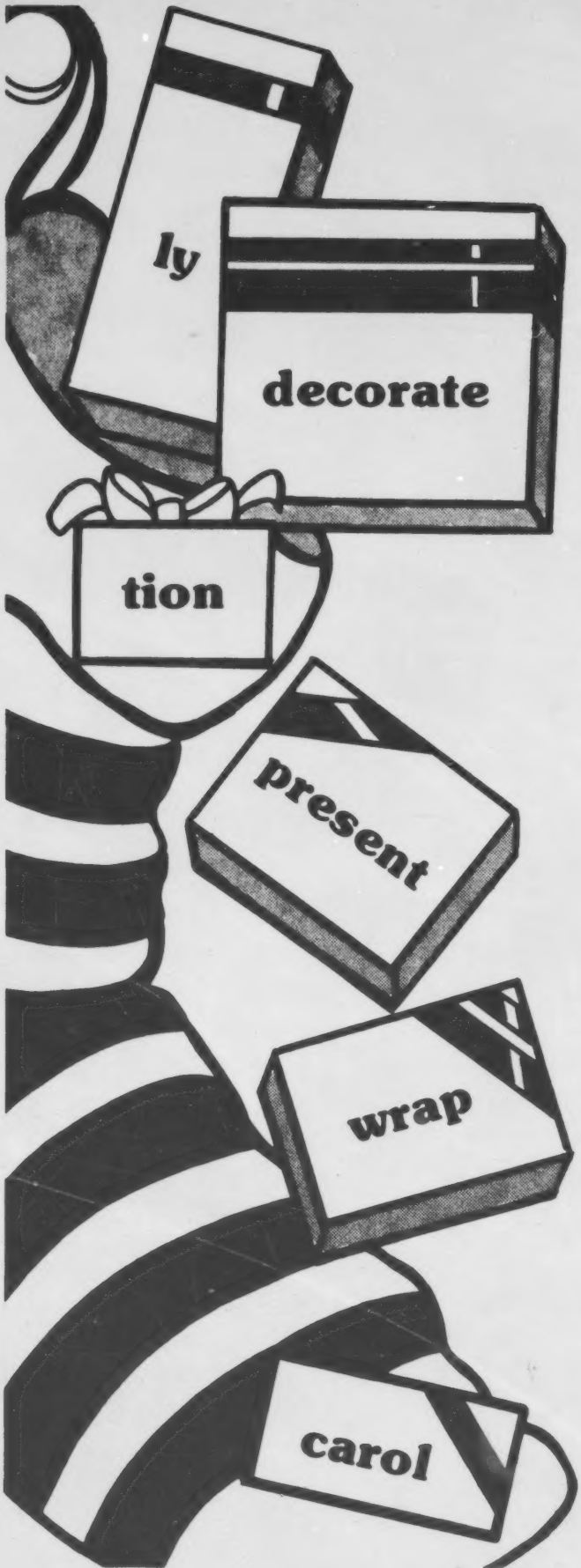
Match A Suffix

Skill #440

Objective:
The student will identify suffixes and their meanings.

Directions:
In column B the student underlines the suffix. He must then match it to the correct meaning in column A.

Follow-up Activities:
1. Have the student draw a circle around the base word in column B and tell what part of speech the base word is.
2. Ask the student to identify the part of speech the word becomes after adding the suffix.



Stocking Suffixes

Skill #440

Objective:

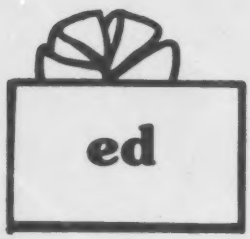
The student will match base words and suffixes.

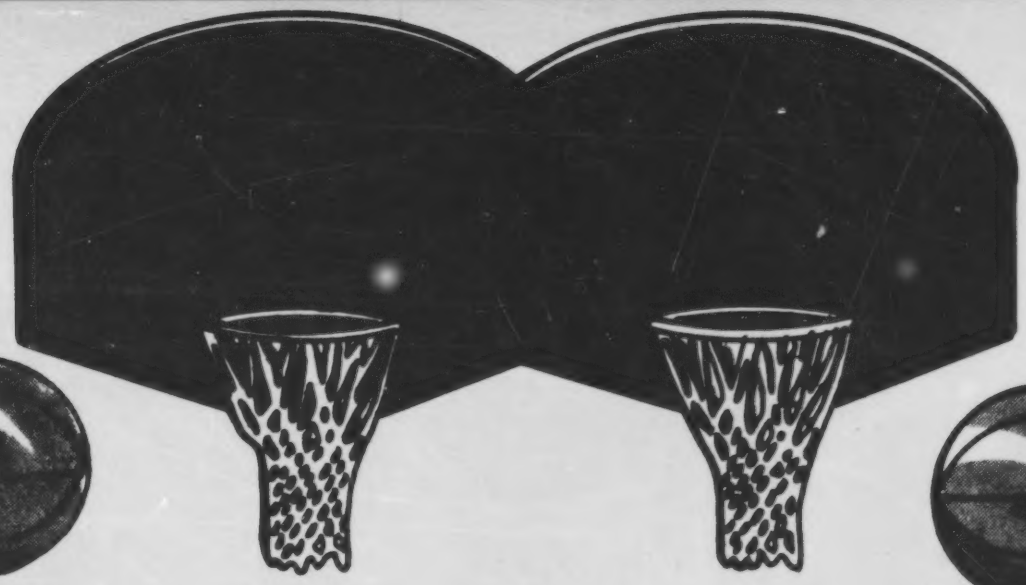
Directions:

The student is given the stocking filled with miniature packages, each with a base word or suffix on it. He empties the stocking and makes new words by matching the packages.

Follow-up Activities:

1. Have the student tell how the suffix changed the meaning of the new word formed.
2. Have the student write his version of *'Twas the Night Before Christmas,* using all the new words he has formed.





Double Dribble

Skill #440

Objective:

The student will distinguish between prefixes and suffixes.

Directions:

The student chooses a friend and takes turns placing the balls in the appropriate basket. Each time he makes a goal he receives two points. The first player to score twelve points wins.

Follow-up Activities:

1. Have each student make a word out of each prefix and suffix.
2. Print a suffix or prefix on each basketball, and have the student again decide which basket to put it in.

Ole Miss business school offers appraisal review course
Constantly-changing requirements by both lender and government agencies have prompted a one-day course on appraisal review sponsored by The University of Mississippi School of Business Administration in cooperation with the National Association of Review Appraisers. "Principles and Techniques of Appraisal Review" will be conducted Thursday, at the Universities Center in Jackson from 8:30 a.m. until 4 p.m. The program is coordinated by the Division of Continuing Education at Ole Miss. The course is designed for all individuals in real estate-related professions. Further information about the program may be obtained by calling 601/232-7255 or 601/232-7282.
Newspaper article taken from Tuesday, January 5, 1982 edition of "The Daily Herald"
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"Tell"agram
TO
ADDRESS & TELEPHONE NO.
CITY — STATE & ZIP CODE
Ole Miss business school offers appraisal review course Universities Center in Jackson Thurs. 8:30 a.m. to 4 p.m. further information . . . call 601-232-7255

"Tell"-a-gram

Skill #460

Objective:
The student will identify the words that express the main idea.

Directions:
Choose an announcement of an event from a newspaper. Have the student read the selection and pretend he is going to send a telegram to a friend telling him about this event. Be sure to include the main idea.

Follow-up Activities:
1. Have the student underline words in the story that helped him to identify the main idea.
2. Have the students exchange telegrams and write a feature article around the main idea.

Brenda just loves banana splits and eats one a day. She likes hers prepared with one scoop of vanilla, one scoop of chocolate and one scoop of tutti-fruitti ice cream, topping it all with whipped cream, nuts and a cherry. Banana splits are creating a problem for Brenda—she is starting to gain weight.

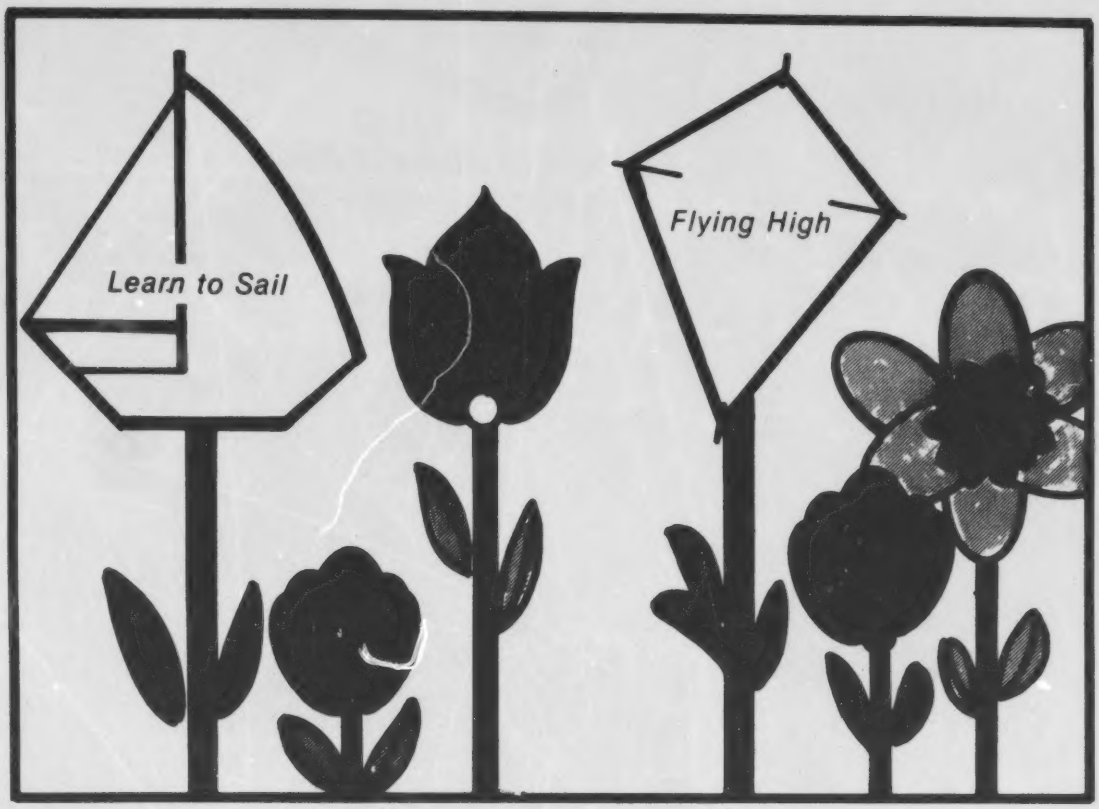
Banana Split

Skill #460

Objective:
The student will identify the most important thought in the paragraph.

Directions:
The student reads the paragraph printed above the banana split and writes the main idea on the dish.

Follow-up Activities:
1. Separate pictures from their captions and ask the student to correctly match them.
2. Provide the student with the pictures from follow-up one and have him write a main idea each could represent.



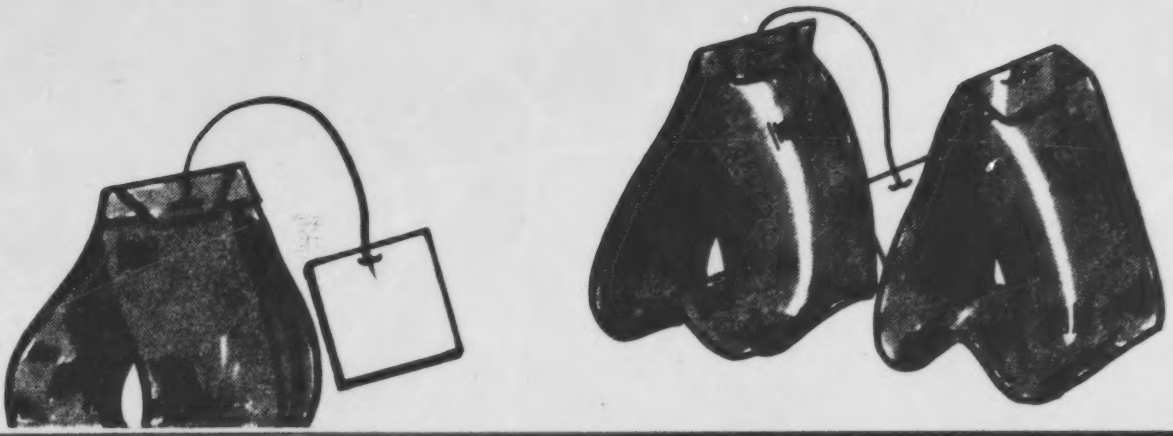
Blossoming Books

Skill #460

Objective:
The student will identify the main idea in a book.

Directions:
Each student cuts out a pattern to represent a book he has read which will be placed on a stem for a bulletin board display. The title will be written on the outside cover and the main idea on the inside. The students will add leaves and flowers for an attractive display.

Follow-up Activities:
1. Have the student visit the library and identify three books with similar main ideas.
2. Using comic strips, have the student identify the main idea.



The Boston Tea Party was an extremely brazen act on the part of the citizens of Boston to ban the newly existing British tax on tea. A number of irate citizens formed a group and called themselves the "Committee of Correspondence." This aggressive committee wanted the unruly British to stop passing outlandish laws and ridiculous taxes.

The British governor stopped Samuel Adams every time he proposed to set up large town meetings. A meeting was finally held at the Old South Church with over eight thousand enthusiastic people attending. This meeting was a significant signal.

One hundred fifty angry citizens went to the harbor dressed-up with make-up and outfits to resemble Indians. They boarded the weathered ships and threw three hundred forty-two bound boxes of tea overboard. The tea was valued at only seven thousand dollars, but the effect it had on the township was priceless. The well-planned tea party made the bold leaders of England very angry. This rebellious act was just the beginning of the famous American Revolution, April 18, 1775.

The Boston Tea Party

Skill #480

Objective:

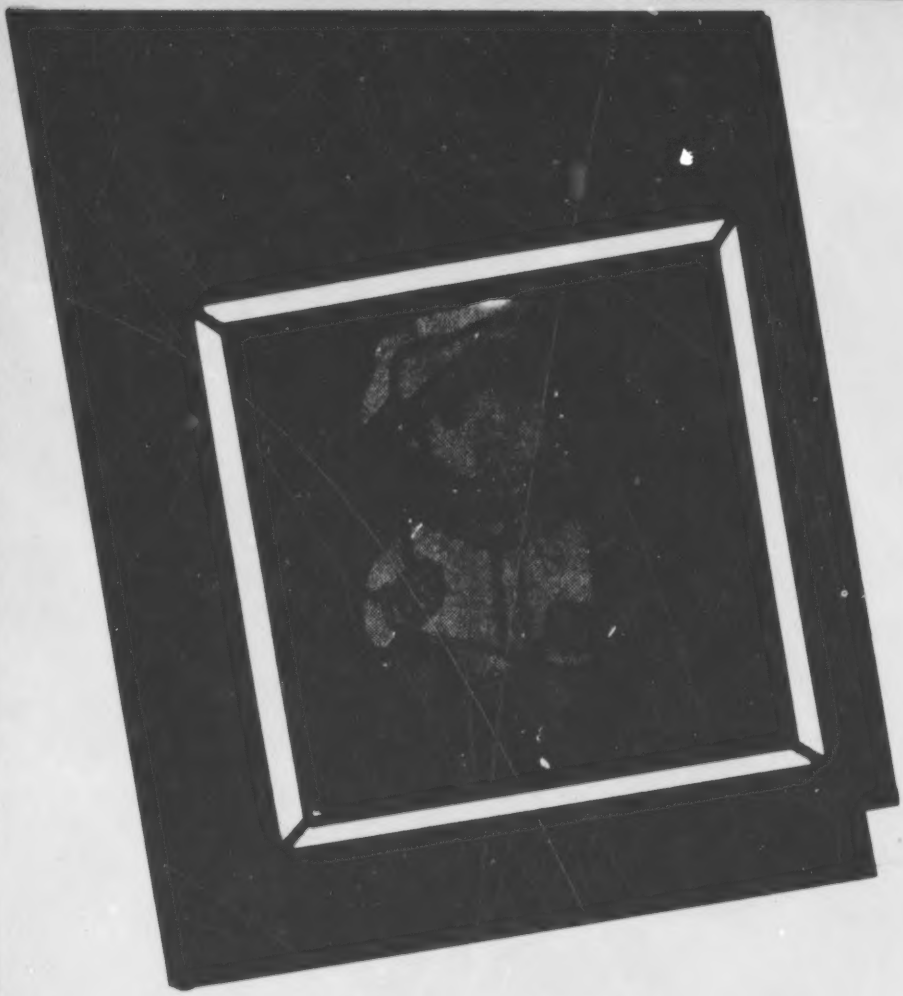
The student will identify the items that support the main idea.

Directions:

Use an overhead projector to show the story above. Read it to the students, ask them to point out the descriptive words and cross them out. Have a student re-read the story without the descriptive words, leading the group to see that without the words the selection is rather general and unexciting.

Follow-up Activities:

1. Have the students create a mural depicting details relating to the main idea.
2. Have the students dramatize the story using a variety of visual aids.



List all the characters in this story.

Tell something about each one.

What was the setting of the story?

When did the story take place?

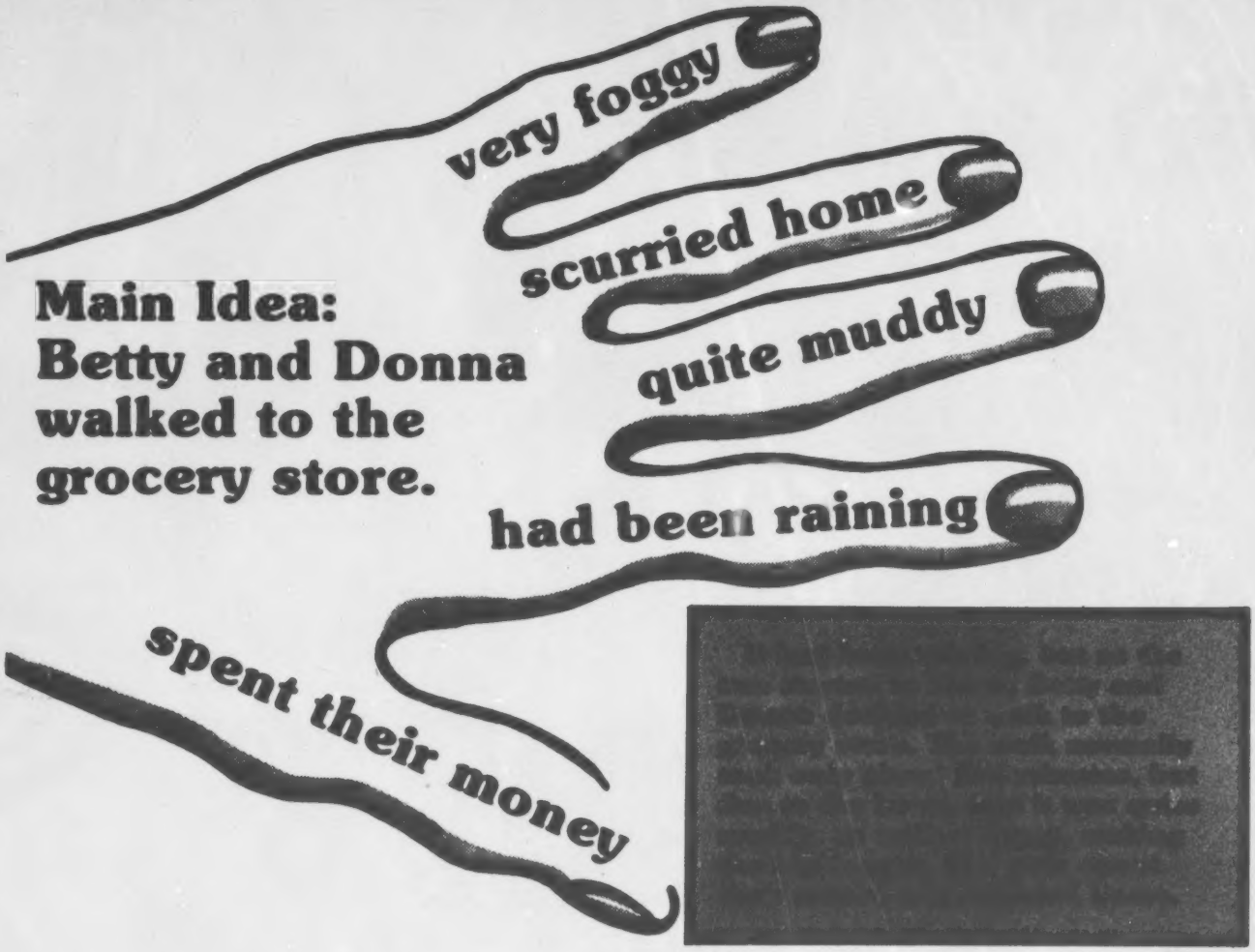
A Christmas Carol

Skill #480

Objective:
The student will recall items related to the main idea.

Directions:
The student reads the book *A Christmas Carol* and answers the four questions listed above.

Follow-up Activities:
1. Give three facts about Scrooge that relate to the main idea.
2. Have the student draw a picture of Scrooge's visit by one of the three spirits.



Give Them A Hand

Skill #480

Objective:
The student will select items that relate to the main idea.

Directions:
Have the student read the selection above. Instruct him to trace his hand, write the main idea on the back and a related detail on each finger.

Follow-up Activities:
1. Using a selection similar to the one above, substitute a flower using the petals for related detail and the center for the main idea.
2. Identify the related details after hearing a recorded story; such as, *Peter and the Wolf.*

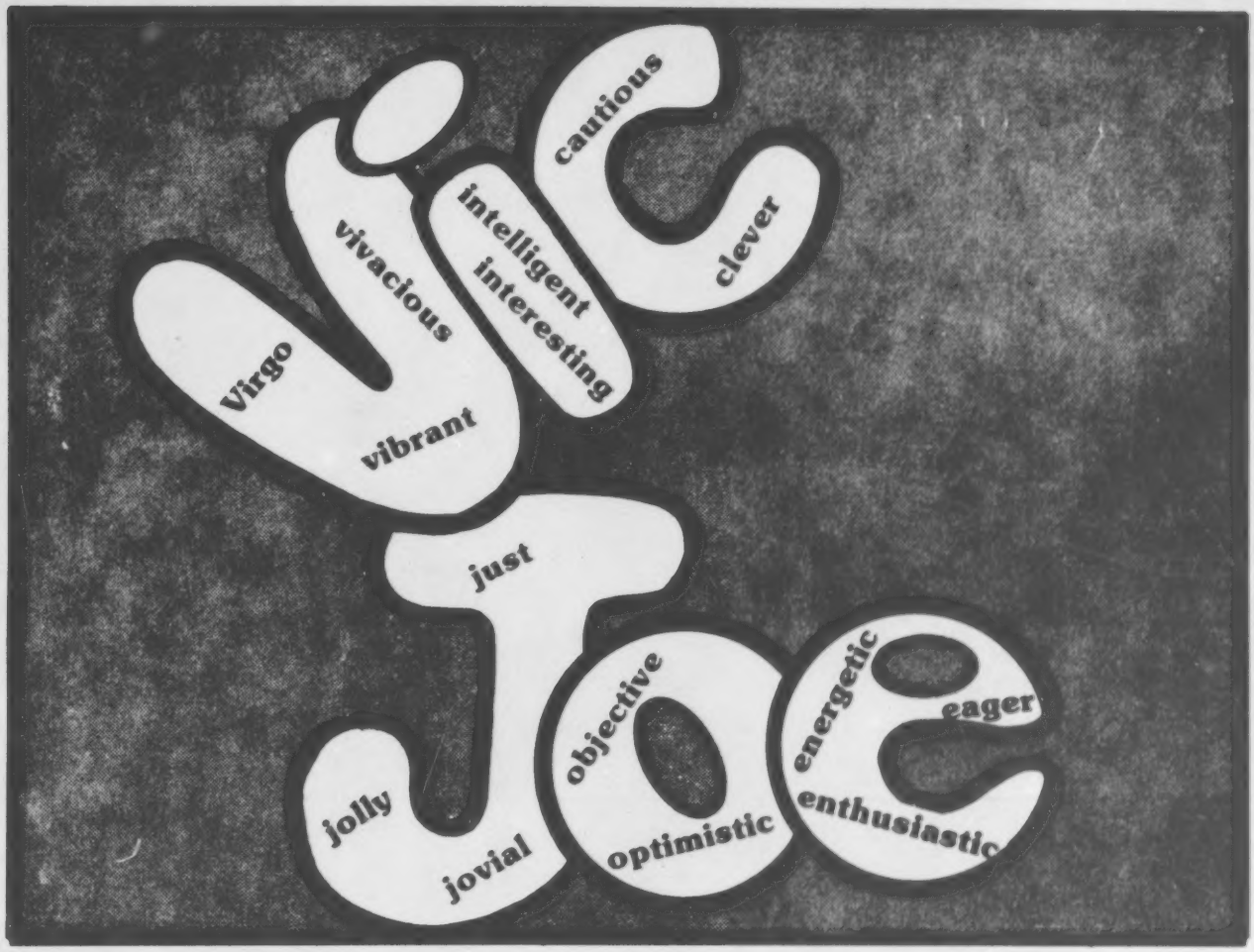
Star Match

Skill #500

Objective:
The student will classify words under appropriate pictures.

Directions:
The student must match the T.V. star pictures with their program titles. A "T.V. Guide" or newspaper entertainment guide can be used for obtaining pictures.

Follow-up Activities:
1. Take the matched set of cards and, using a "T.V. Guide," sort them as to half-hour or hour programs.
2. Write down words that describe different T.V. shows (comedy, drama, adventure, science fiction). Have the student classify each show from the activity under the right category.



The Name Game

Skill #500

Objective:

The student will identify words under a major category.

Directions:

Select a student's name and write it in fat script. On the name have each student in the class write an adjective to describe that person. The adjective must begin with the letter on which he is writing.

Follow-up Activities:

1. Have the student repeat the activity using other words; such as, Mom, Dad or teacher.
2. Give the student the word "history." Have him list words of historical significance. Follow the same directions as the above activity; for example, H - Hubert Humphrey, I - Independence.

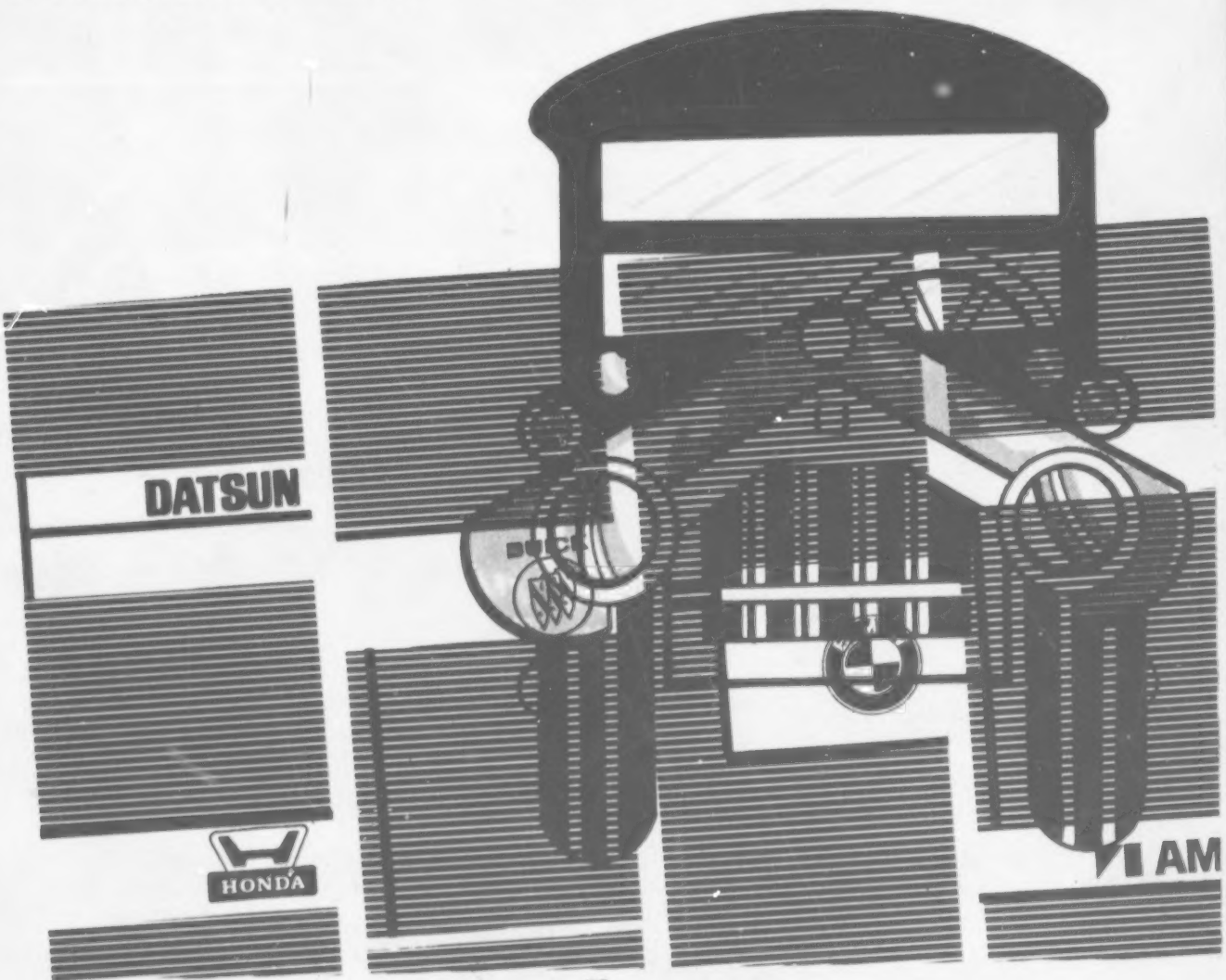
Look In The Book

Skill #500

Objective:
The student will identify items under a specific classification.

Directions:
Have the student look in the telephone book under "Automotive Dealers." The student must list as many makes of cars as possible. See how he rates: 10 = good, 15 = great, 20 = superior.

Follow-up Activities:
1. Ask the student to determine the most highly advertised car dealership.
2. Have the student determine which classifications refer to home repair.



Then I was sorry I did.
Later, I woke up with a tummy ache.
I really felt hungry.
I had to take castor oil.
So I went back to bed.
I ate a whole cake.
We called the doctor.
I woke up.

I Ate The Whole Thing

Skill #520

Objective:

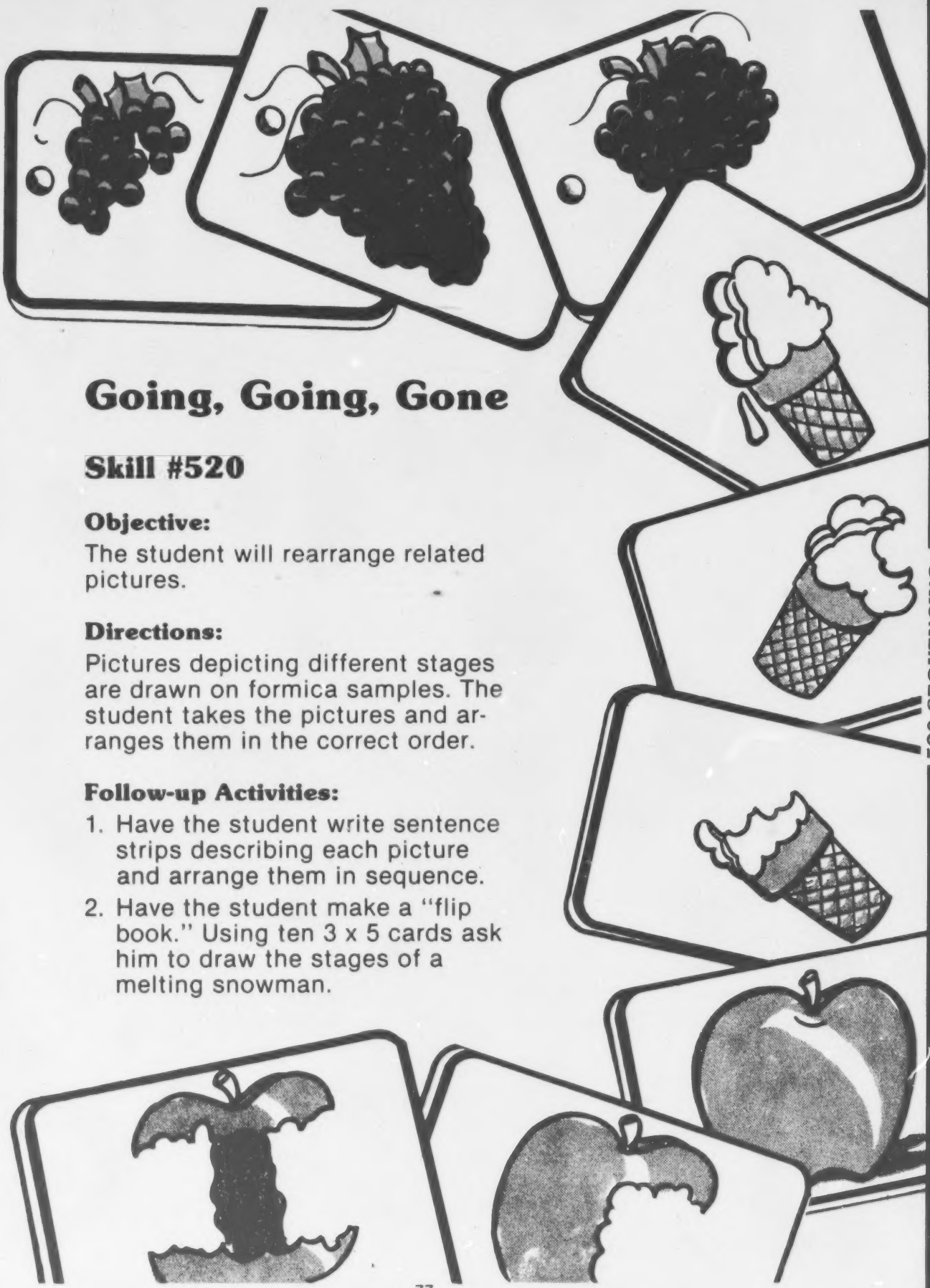
The student will arrange sentences in specific order.

Directions:

Have the student look at the sentence strips above and place them in sequence on the cake layers.

Follow-up Activities:

1. Using a discarded cake mix box, cut apart the directions for baking. Have the student arrange the directions in order.
2. Cut a comic strip out of the paper and clip into sections. Have the student place it into the correct order.



Going, Going, Gone

Skill #520

Objective:

The student will rearrange related pictures.

Directions:

Pictures depicting different stages are drawn on formica samples. The student takes the pictures and arranges them in the correct order.

Follow-up Activities:

1. Have the student write sentence strips describing each picture and arrange them in sequence.
2. Have the student make a "flip book." Using ten 3 x 5 cards ask him to draw the stages of a melting snowman.

Materials Needed . . .
2 inexpensive books
½ yard of flannel
1 pocket folder

Lap Flannels

Skill #520

Objective:

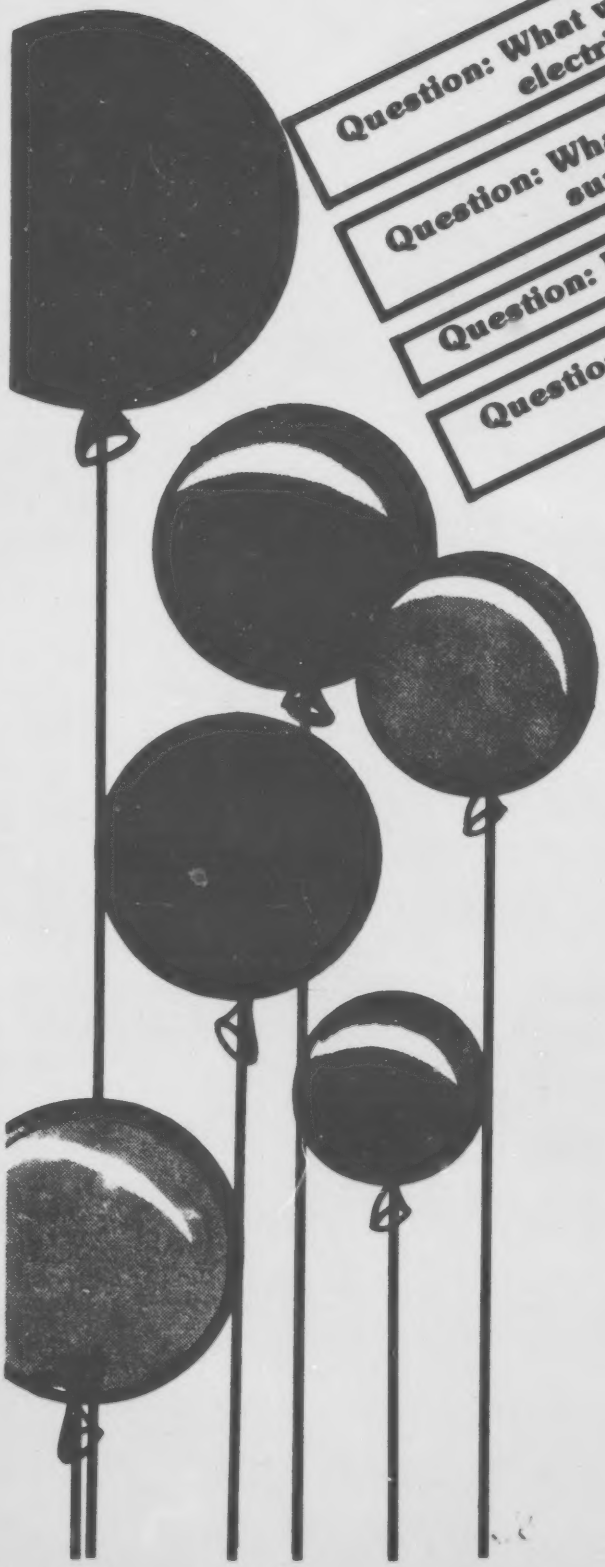
The student will retell stories through pictures.

Directions:

The teacher obtains two inexpensive books, one-half yard of flannel and a pocket folder. After cutting out the major scenes and characters, back each with flannel. Cover one side of the folder with flannel and keep the pieces and unused book in the pocket. Have a student read the book and retell the story using flannel-backed pieces.

Follow-up Activities:

1. Create a "How to Make a Hamburger" booklet using pictures from old magazines. Construct in the same manner as above.
2. Have the student construct a lap flannel from free materials available through health agencies; for example, "How to Brush Your Teeth."


Question: What would happen if we had no electricity?
Question: What would happen if the world's oil supply was depleted?
Question: What would happen if we had no cars?
Question: What would happen if we had no change of seasons?

Pop 'N Tell

Skill #540

Objective:

The student will predict logical outcomes.

Directions:

Blow up balloons, inserting one of the above questions in each. The student chooses one balloon to pop and then answers the question inside.

Follow-up Activities:

1. Print three job-related terms on each balloon. Have the student identify the occupation.
2. Give the student weather balloon shapes cut from construction paper with various weather factors written on each. Have the student conclude the forecast.

It's In The Bag

Skill #540

Objective:

The student will identify objects from clues given.

Directions:

Blindfold a student and instruct him to choose one grocery item from the bag. He must try to identify the product from the clues given by the other students.

Follow-up Activities:

1. Have the students play "I've Got a Secret." One student is chosen to give clues pertaining to his secret.
2. Ask the student to secretly select a setting; for example, a playground, a cafeteria. Each student gives descriptive sounds, identifying its characteristics. The others must name the setting.

Root Beer Floats

Skill #540

Objective:
The student will conclude the logical ending of a story.

Directions:
The student reads the story below and circles the correct conclusion.

Follow-up Activities:
1. Select a story to read to the student. At midpoint, stop and ask him what could happen next.
2. Read a selection from *Aesop's Fables.* Do not read the moral. Ask the student to tell what he thinks the moral is and why.

Ricardo loves root beer floats with two scoops of vanilla ice cream; in fact he does not let a day go by that he does not have one. When he goes home after eating his float, his mother has his supper prepared. His mother gets very cross when Ricardo does not eat, but he's so full he just can't.

A. Ricardo should ask for a paper cup and eat the root beer float on the way home.

B. Ricardo should not have his root beer float before he goes home to eat supper.

C. Ricardo should change the flavor of ice cream to chocolate.

Weather-Beating Boots for Women

A *WESTERN STYLE BOOT. About 13 in. high. Pull-on. One-piece, molded-unit polyvinyl chloride upper, outsole, and 1 5/8 in. heel. Soft, warm, acrylic pile lining. Sanitized® treated.*

Sizes. See Size Chart below. State whole size.

R612-5017 B—Honey *R612-5009 B—Red*
R612-6452 B—Charcoal. Del. wt. 3.50 lbs. *Pair 22.00*

B *WESTERN STYLE SUEDED SHAFT BOOT. About 13 in. high. Pull-on. Sueded vinyl shaft. Polyvinyl chloride foot, outsole, and 1 3/8 in. heel. Acrylic pile lining.*

State Size.

M (B medium) width: 5 5½ 6 6½ 7 7½ 8 8½ 9 9½ 10

R612-478 B—Camel
R612-6486 B—Brown. Del. wt. 2.50 lbs. *Pair 32.00*

C *REPTILE LOOK BOOK. About 14 in. high. Pull-on. One-piece, molded-unit polyvinyl chloride upper, outsole, and 1 5/8 in. heel. Brushed nylon fleece lining. Sanitized® treated.*

Sizes. See Size Chart below. State whole size.

R612-6460 B—Pecan (tan). Del. wt. 3.50 lbs. *Pair 22.00*

SIZE CHART FOR (A) & (C). State Whole Size.

M (B medium) width: 5 6 7 8 9 10

D *NYLON TOP BOOT. About 16 in. high. Pull-on. Molded-unit polyvinyl chloride foot, outsole, and 1 7/8 in. heel. Water-repellent nylon drawstring top can be folded down. Soft, warm brushed nylon lining with acrylic pile-lined top. Sanitized® treated.*

Sizes. See Size Chart below. State whole size.

R612-5074 B—Wine
R612-5082 B—Taupe. Del. wt. 4 lbs. *Pair 26.00*

E *TOGGLE CLOSE BOOT. About 16 in. high. Vinyl upper. Polyester and cotton blend shaft. Lining, including tongue, of polyester pile that looks like sherpard. Composition rubber outsole and 2½ in. heel. Sanitized® treated.*

Sizes. See Size Chart below. State whole size.

R612-6355 B—Dark Brown
R612-5348 B—Tan. Del. wt. 2.25 lbs. *Pair 35.00*

F *QUILTED SHAFT BOOT. About 14 in. high. Pull-on. Molded-unit polyvinyl chloride foot, outsole, and ½ in. heel. Polyester-and-cotton blend quilted shaft. Drawstring top can be folded down. Polyester pile lining. Sanitized® treated.*

Sizes. See Size Chart below. State whole size.

R612-6510 B—Sand
R612-6528 B—Wine. Del. wt. 3.25 lbs. *Pair 24.00*

SIZE CHART FOR (D), (E) & (F). State whole size.

Kick Up Your Heels

Skill #560

Objective:

The student will demonstrate the performance of a task by hearing multiple directions.

Directions:

The student has five hundred dollars to spend on boots. Using a catalog, he looks at the different styles and finds several pairs that he can afford to buy. He then writes down the catalog number, the size, the shipping weight and the price.

Follow-up Activities:

1. In preparation for a camping trip, have the student choose from a catalog, supplies and equipment not to exceed five hundred dollars.
2. Have the student buy a complete wardrobe for a make-believe friend. Be sure to have him determine the friend's age and necessary clothing sizes.

560 FOLLOWING DIRECTIONS

Rainy Day Projects

Skill #560

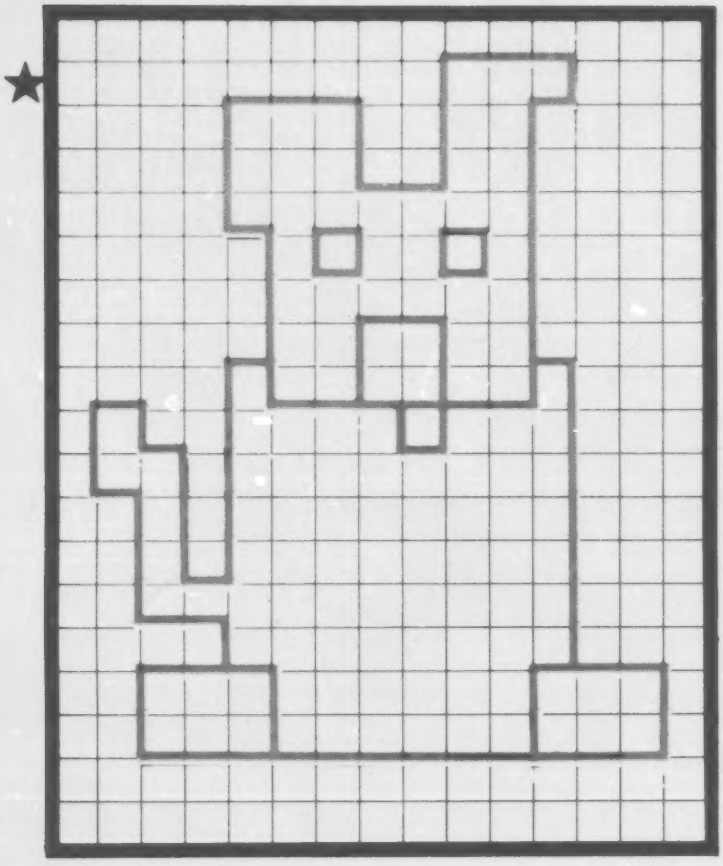
Objective:
The student will create a finished product by following directions.

Directions:
The student chooses one of the recipes for a fun project.

Follow-up Activities:
1. Give the student directions for making a color wheel using the finger paint from the above activity.
2. Make a stack of cards with different tasks written on them; for example, milk a cow. The student draws a card and gives directions to the class on how to do the task.

NO-COOK PLAY DOUGH
1 cup salt
1 cup flour
1 tablespoon salad oil
food coloring, if desired
water
Mix dry ingredients; add oil.
Add food coloring to water.
Slowly add water until desired consistency is reached.
SOAP BUBBLES
2 cups warm water
2 tablespoons liquid detergent
1 tablespoon sugar
1 tablespoon glycerin (optional)
Combine ingredients. (Glycerin will make bubbles iridescent.)
Blow bubbles through wire loops or spools. To make lots of bubbles outdoors, place fly swatter in soapy water and swing around.

560 FOLLOWING DIRECTIONS



Begin at the * and follow the coloring instructions for each line.

1. **Skip 9 squares, color 3 tan.**
2. **Skip 4, color 3 tan, skip 2, color 2 tan.**
3. **Skip 4, 3 tan, skip 2, 2 tan.**
4. **Skip 4, 7 tan.**
5. **Skip 5, 1 tan, 1 black, 2 tan, 1 black, 1 tan.**
6. **Skip 5, 6 tan.**
7. **Skip 5, 2 tan, 2 black, 2 tan.**
8. **Skip 4, 1 brown, 2 tan, 2 black, 2 tan, 1 brown.**
9. **Skip 1, 1 tan, Skip 2, 4 brown, 1 red, 3 brown.**
10. **Skip 1, 2 tan, Skip 1, 8 brown.**
11. **Skip 2, 1 brown, skip 1, 8 brown.**
12. **Skip 2, 1 brown, skip 1, 8 brown.**
13. **Skip 2, 10 brown.**
14. **Skip 4, 8 brown.**
15. **Skip 2, 3 tan, 6 brown, 3 tan.**
16. **Skip 2, 3 tan, 6 brown, 3 tan.**

True Grid

Skill #560

Objective:
The student will perform the task as read.

Directions:
Hand the student a sheet of graph paper. Ask him to follow the directions.

Follow-up Activities:
1. Have the student chart a design.
2. Have the student write the directions for charting his design and give to a friend to try.

Stay Tuned

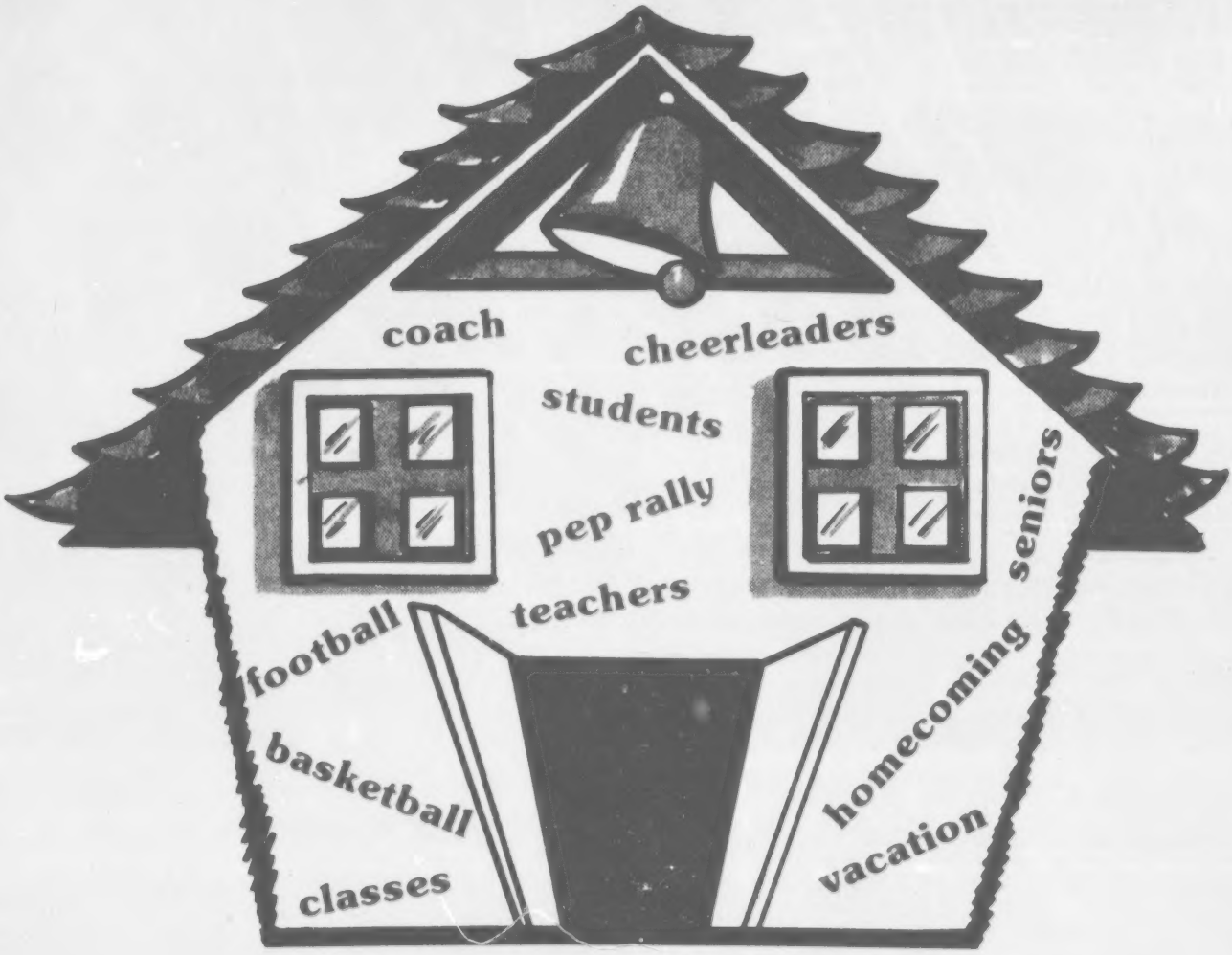
Skill #580

Objective:
The student will determine the main idea.

Directions:
Choose a television program for the student to watch. Have him write one or two sentences expressing the main idea. Compare his summary to that written in the *T.V. Guide.*

Follow-up Activities:

1. Have the student write another title for the television show that conveys the main idea.
2. Have the student draw a picture that would depict the main idea of the television program.



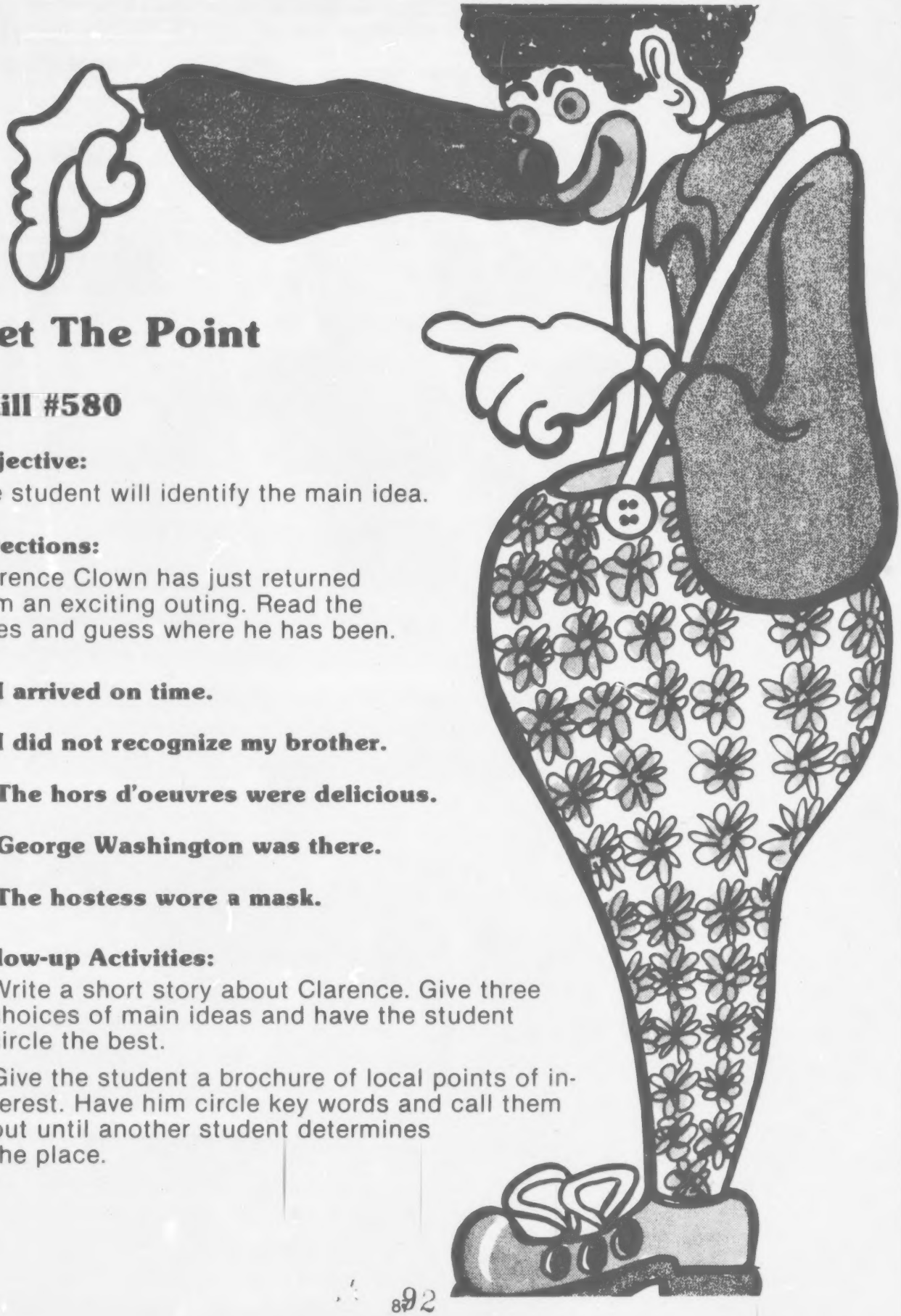
The Schoolhouse Story

Skill #580

Objective:
The student will identify sentences implying the main idea.

Directions:
The student writes a short story using each word on the schoolhouse and underlines the sentences that imply the main idea.

Follow-up Activities:
1. After the student has written his short story have him write the main idea.
2. Clip stories and their titles from *The Weekly Reader.* Have the student correctly match them.



Get The Point

Skill #580

Objective:
The student will identify the main idea.

Directions:
Clarence Clown has just returned from an exciting outing. Read the clues and guess where he has been.

I arrived on time.

I did not recognize my brother.

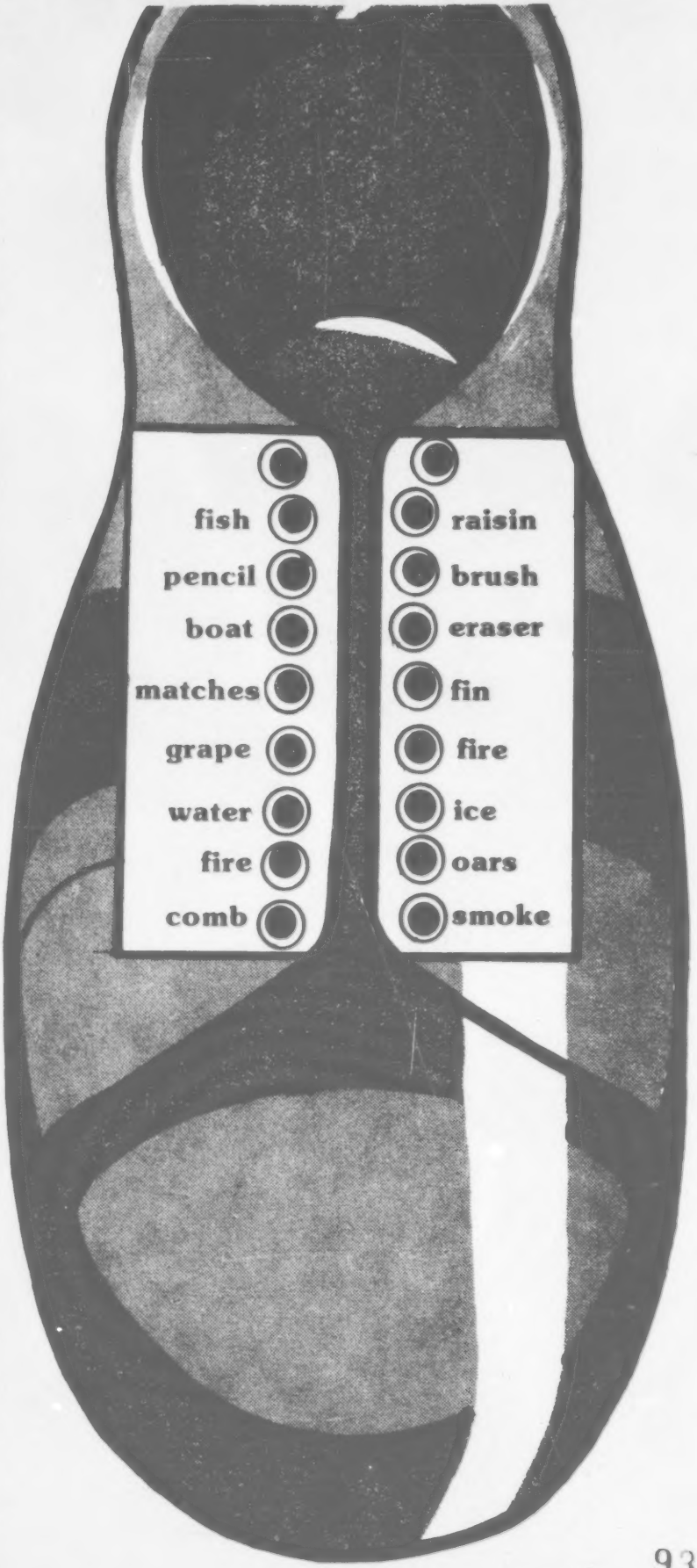
The hors d'oeuvres were delicious.

George Washington was there.

The hostess wore a mask.

Follow-up Activities:

1. Write a short story about Clarence. Give three choices of main ideas and have the student circle the best.
2. Give the student a brochure of local points of interest. Have him circle key words and call them out until another student determines the place.



Track This

Skill #600

Objective:

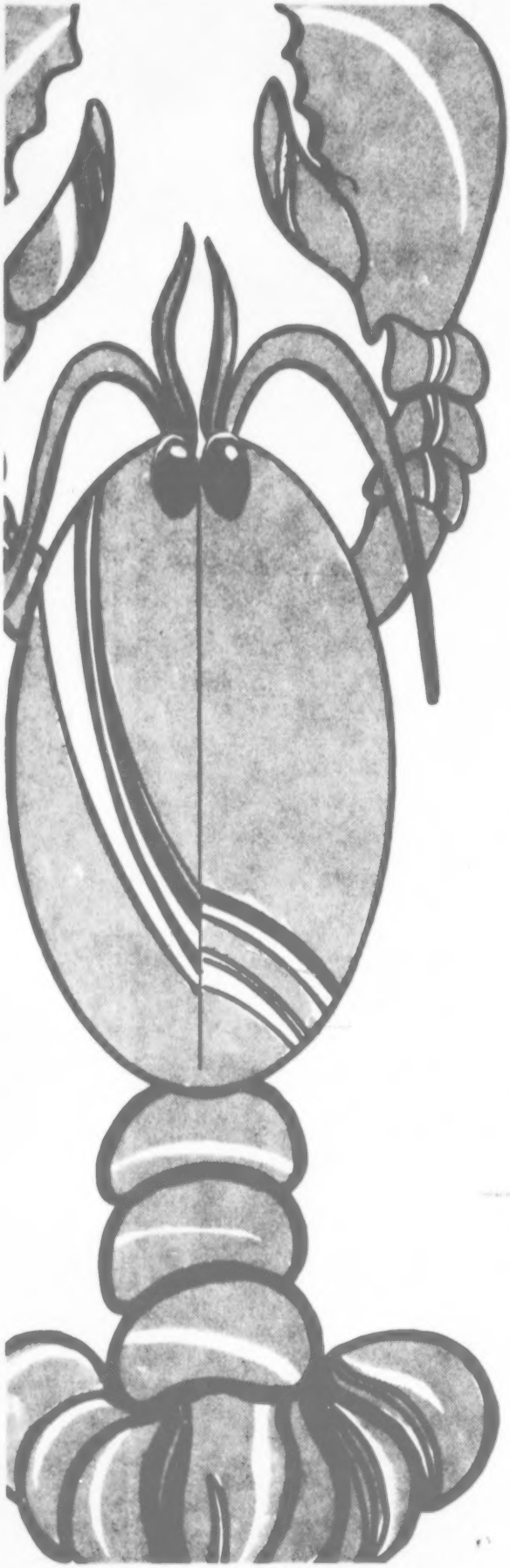
The student will identify the meanings of word analogies.

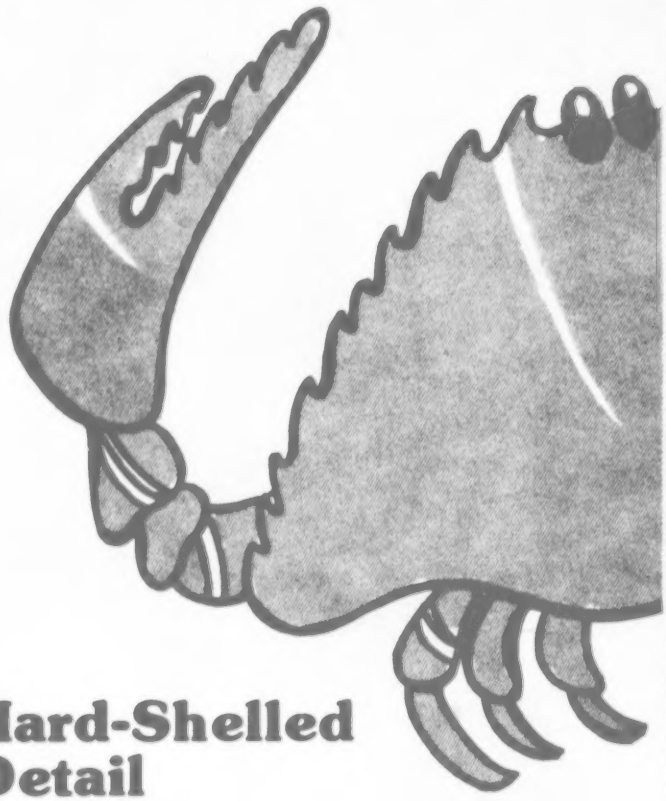
Directions:

Using a shoestring, the student matches a word on the left side of the tennis shoe to a word on the right side to show an analogy; then he must give the meaning of each analogy he has made.

Follow-up Activities:

1. Have the student write a related word list under one topic; such as, sports.
2. Call out pairs of word analogies and have the student name the related subject; for example, frying and broiling—cooking.





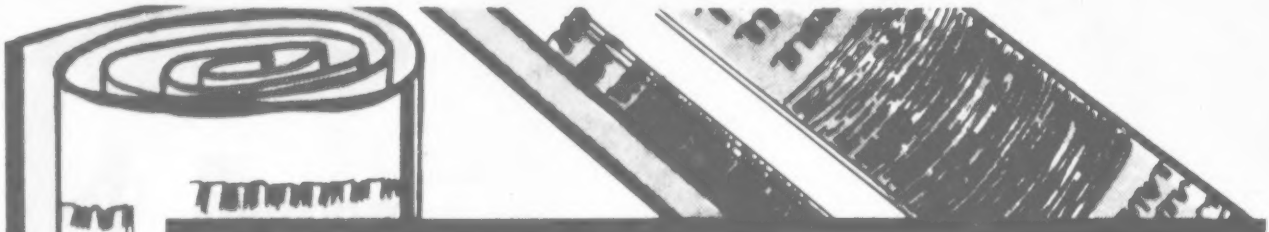
Hard-Shelled Detail

Skill #600

Objective:
The student will recognize words suggesting details.

Directions:
Have the student look up crustaceans in the encyclopedia. After selecting one, the student cuts its shape out of construction paper. Each time he finds an interesting detail of his crustacean, he will write it on the shape. After collecting the details, have him write a brief synopsis.

Follow-up Activities:
1. Have the student read the details he collected and have another student identify his subject.
2. Display the students' crustacean shapes on the bulletin board. Title it 'Crustacean Cousins."



National Geographic photos featured

Photographs from the article in The National Geographic *featuring the migration of the Vietnamese to the Mississippi Gulf Coast will be on exhibit at the Biloxi Library-Cultural Center from Sept. 14 until Sept. 30.*

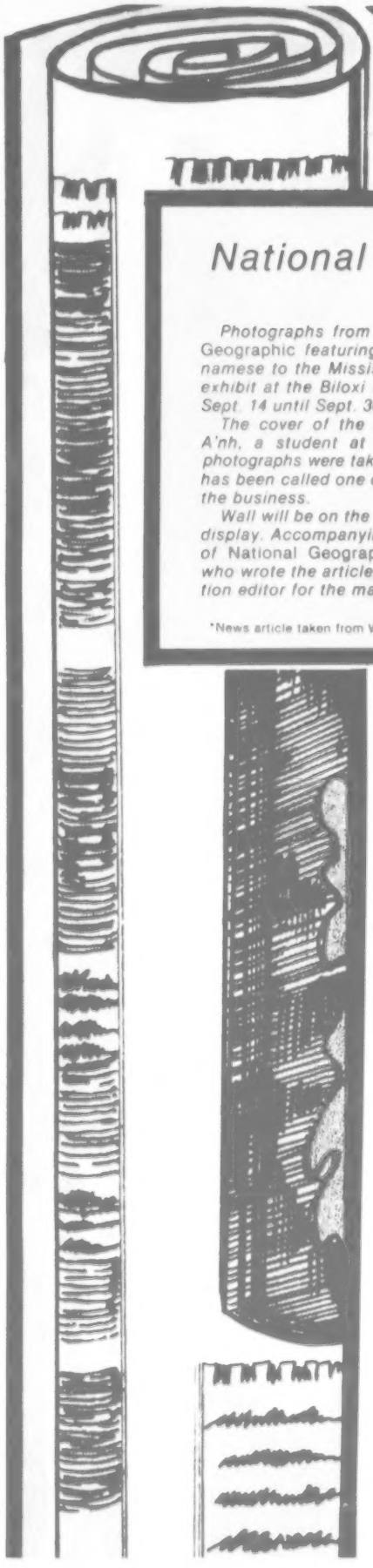
The cover of the magazines features Vu Thi A'nh, a student at Nativity B.V.M., Biloxi. All photographs were taken by Steve Wall, who, at 33, has been called one of the best photographers in the business.

Wall will be on the Coast for the opening of the display. Accompanying him will be Harvey Arden of National Geographic's *senior editorial staff who wrote the article, and Decklan Haun, illustration editor for the magazine.*

Wall's work appears nationally and internationally in such prestigious publications as the London Daily Telegraph, Ebony *and* The National Geographic.

He is one of 28 photographers around the world on retainer with Black Star, *the oldest and one of the largest photographic agencies in the world. He began his career as a photographer in 1963 and has covered assignments in over 60 countries, including conflicts, natural disasters, poverty and hunger, but always about and for people.*

*News article taken from Wednesday, September 9, 1981, *The Daily Herald*.



On The Spot Reporter

Skill #600

Objective:

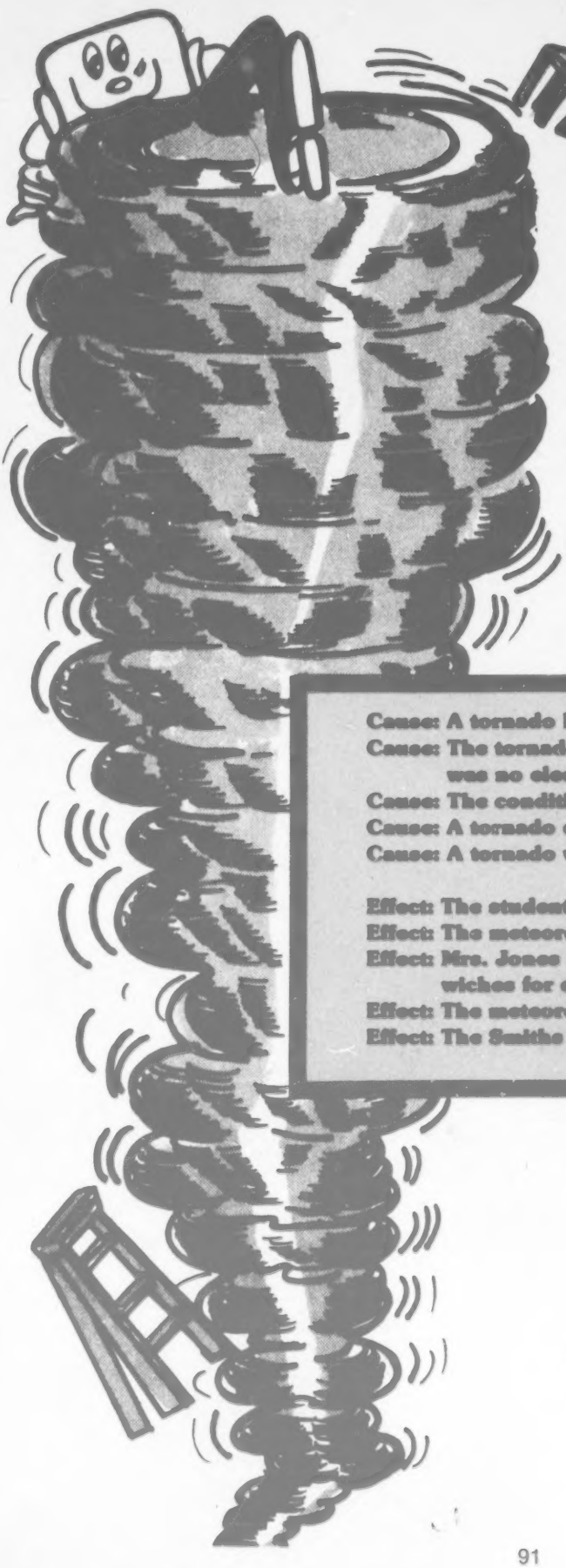
The student will relate details orally.

Directions:

Have the student read the news article above and explain it to a friend.

Follow-up Activities:

1. Have the student choose a subtitle for each paragraph in the article.
2. Direct the student to find analogies in the news article; for example, magazines and publications.



Tornado Tease

Skill #620

Objective:
The student will interpret the result of an action.

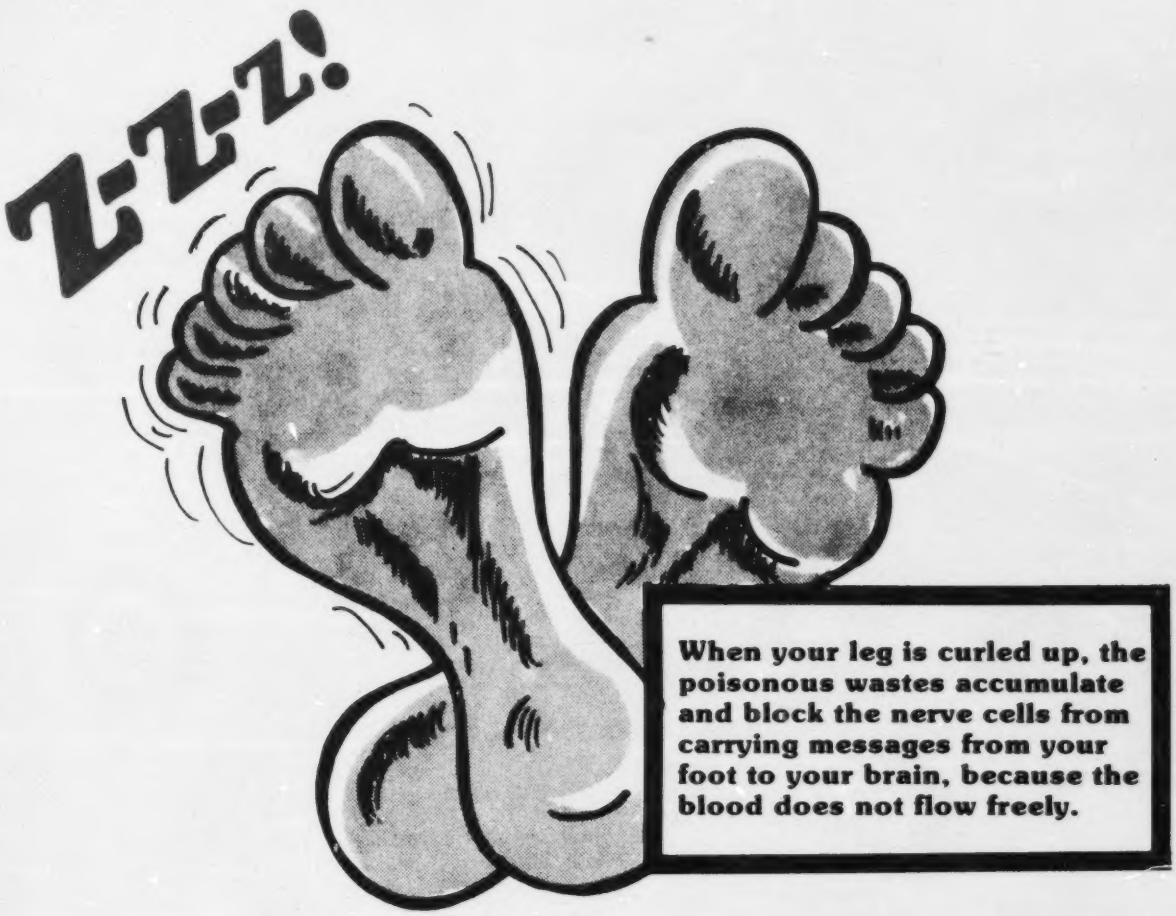
Directions:
Have the student read the cause and match it with the probable effect.

Cause: A tornado hit the Smith's house today.
Cause: The tornado damaged the power lines and there was no electricity.
Cause: The conditions were favorable for a tornado.
Cause: A tornado drill was conducted at the school.
Cause: A tornado was sighted.

Effect: The students sat in the hallway.
Effect: The meteorologist issued a tornado watch.
Effect: Mrs. Jones made peanut butter and jelly sandwiches for dinner.
Effect: The meteorologist issued a tornado warning.
Effect: The Smiths will stay at a hotel tonight.

Follow-up Activities:

1. Have the student collect articles on weather which show cause and effect. Have him circle the cause and underline the effect.
2. Make a bulletin board display of all the articles found in follow-up one.


Z-Z-Z!
When your leg is curled up, the poisonous wastes accumulate and block the nerve cells from carrying messages from your foot to your brain, because the blood does not flow freely.

Fickle Feet

Skill #620

Objective:
The student will describe the effects of a given cause.

Directions:
Ask the student to pretend that his foot has fallen asleep. Have him describe the effects.

Follow-up Activities:
1. Have the student act out things that can happen when his foot falls asleep.
2. Have the student conduct similar experiments with sneezing and snoring.

Disaster Flicks

Skill #620

Objective:

The student will interpret implied cause.

Directions:

Have the student choose one of the movies listed above that he has seen. Have him write the cause of the disaster and the good and bad effects of it; for example, *The Sinking of the Titanic.*

cause: The famous English ship hit an iceberg.
bad effect: The ship sank.
good effect: Stricter safety regulations were enforced.

Follow-up Activities:

1. The student is an "on the spot" reporter. He must interview a classmate on a recent happening at school. Be sure he states the cause and effect it had.
2. Have him prepare and present a news bulletin.

Snappy Sayings

Skill #640

Objective:
The student will produce support for a generalization.

Directions:
Have the student read the sayings listed below and find support to justify them.

An apple a day
keeps the doctor away.

April showers bring May flowers.

Early to bed and early to rise,
makes a man healthy,
wealthy, and wise.

Follow-up Activities:
1. Have the student list two sayings that can be investigated.
2. Have the students play charades using well-known adages.

Mighty Migrant Series Regatta Slated

The Mighty Migrant Series Regatta will be held at the Gulfport Yacht Club on Saturday and Sunday. The first race will start at 1:00 p.m. Saturday and the second race will be sailed as soon as the last boat in the first race crosses the finish line.

The third and final race will begin at 10:00 a.m. on Sunday. Dinner will be served at 11:45 a.m. and trophy presentation will be at 1:30 p.m.

Class A skippers entered include Opal Harrison, Bobby Bove, Larry George, Jerry Randall, Lynelle Leta Edwards, Michael Scott Franklin.

Two class A and three expert races will be sailed on Saturday beginning at 2:00 p.m. Class A skippers in the first race are Roy Maestas, Reinaldo Soriano, James David Moreno, Juan Gutherie Ecos, Pam Recio, Joanne Walford, and Cecil Mercer Hinds.

Second race class A skippers are Dennis Curtis McCallum, Keith Phil Brown, George Ed Demick, Carol Turns, Sam Barker, Jean Betty Dunn, Janice Raul, Lila Smith, Donald Bruce and Gerald Paul Johnson.

In expert competition, skippers in the first race are Rudest Martin, Joseph Barnett, Jose Rivera, Kay Knight, Rocky Moore, Barbara Glover, Walter Glenn, Frank Snyder and Ben Emmertt.

Sail Away

Skill #640

Objective:

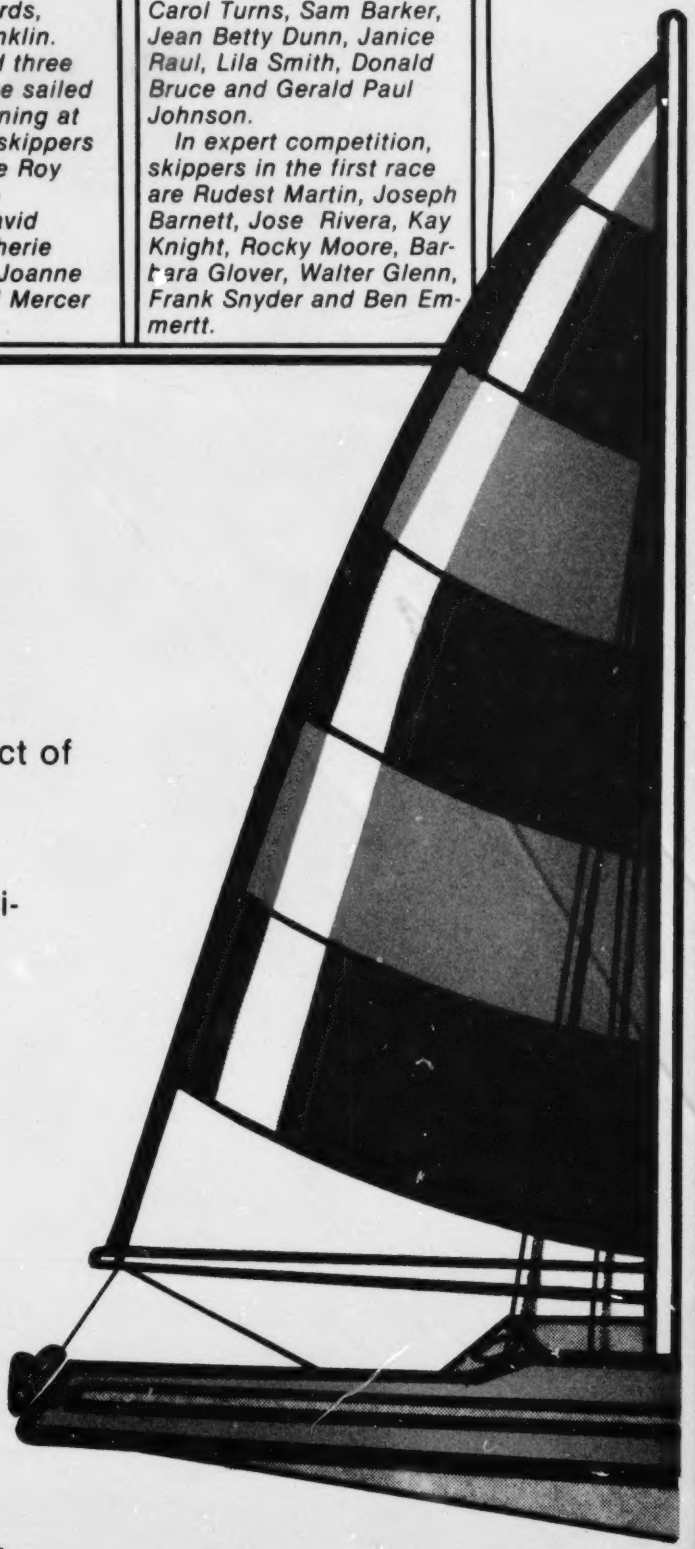
The student will write an abstract of the newspaper article he reads.

Directions:

The student reads the above article and writes an abstract of it.

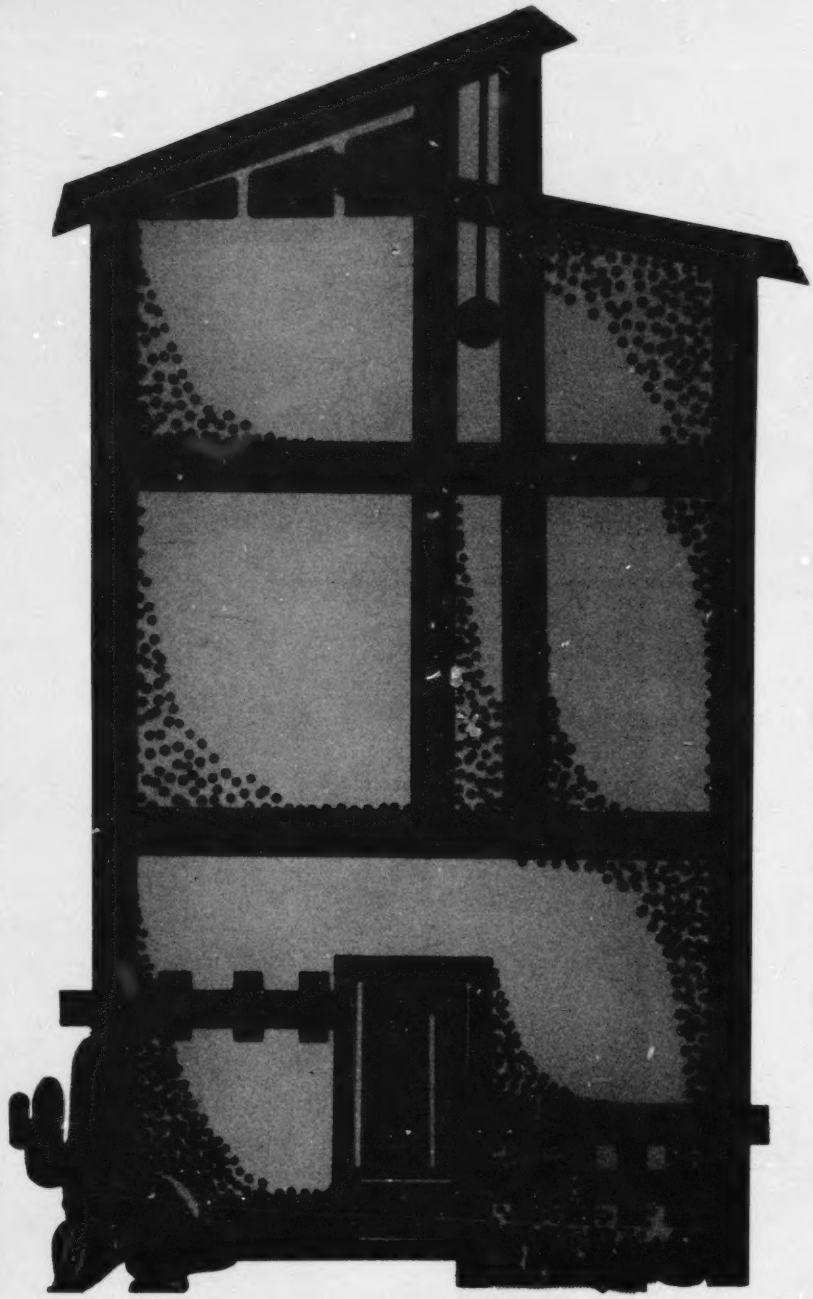
Follow-up Activities:

1. Have the student outline the article.
2. Let the student view a filmstrip on sailing and write a brief abstract of it.



640 GENERALIZATION

*News article taken from Wednesday, April 1, 1981, *The Daily Herald.*



House Party

Skill #640

Objective:

The student will use outline form.

Directions:

The student furnishes a house by using an outline form. Have him list under each room what he would find in it. An example has been given on the outline.

Follow-up Activities:

1. Have the student outline his school using the same form as the house.
2. Have the student outline the products in a grocery store; for example:
   I. Produce
      A. Cabbage
      B. Grapefruit
   II. Dairy
      A. Milk
      B. Cheese

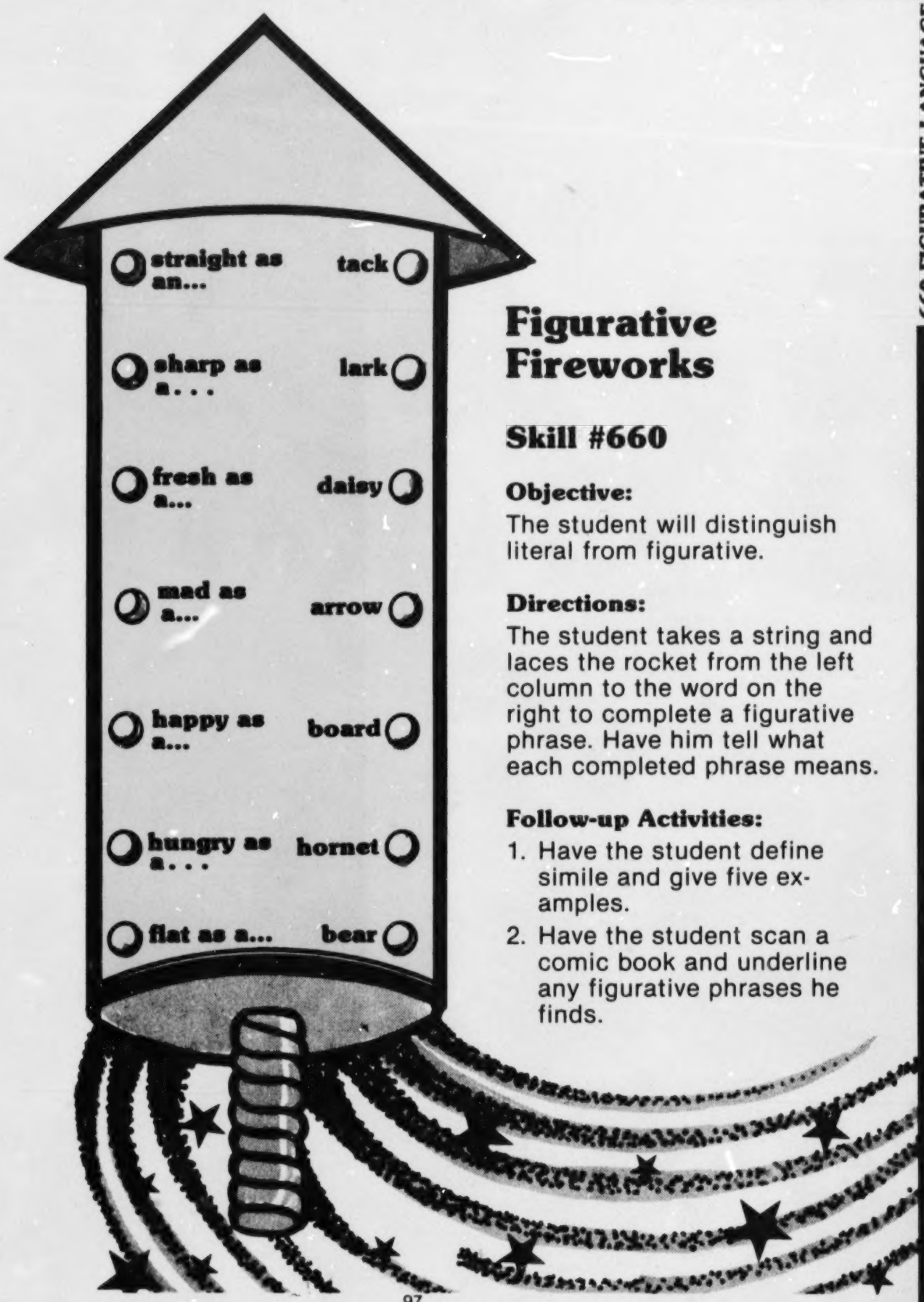
I. Living Room
- **A. Couch**
- **B. Chair**
- **C.**
- **D.**
- **E.**

II.
- **A.**
- **B.**
- **C.**
- **D.**
- **E.**

III.
- **A.**
- **B.**
- **C.**
- **D.**
- **E.**

IV.
- **A.**
- **B.**
- **C.**
- **D.**
- **E.**

V.
- **A.**
- **B.**
- **C.**
- **D.**
- **E**



Figurative Fireworks

Skill #660

Objective:

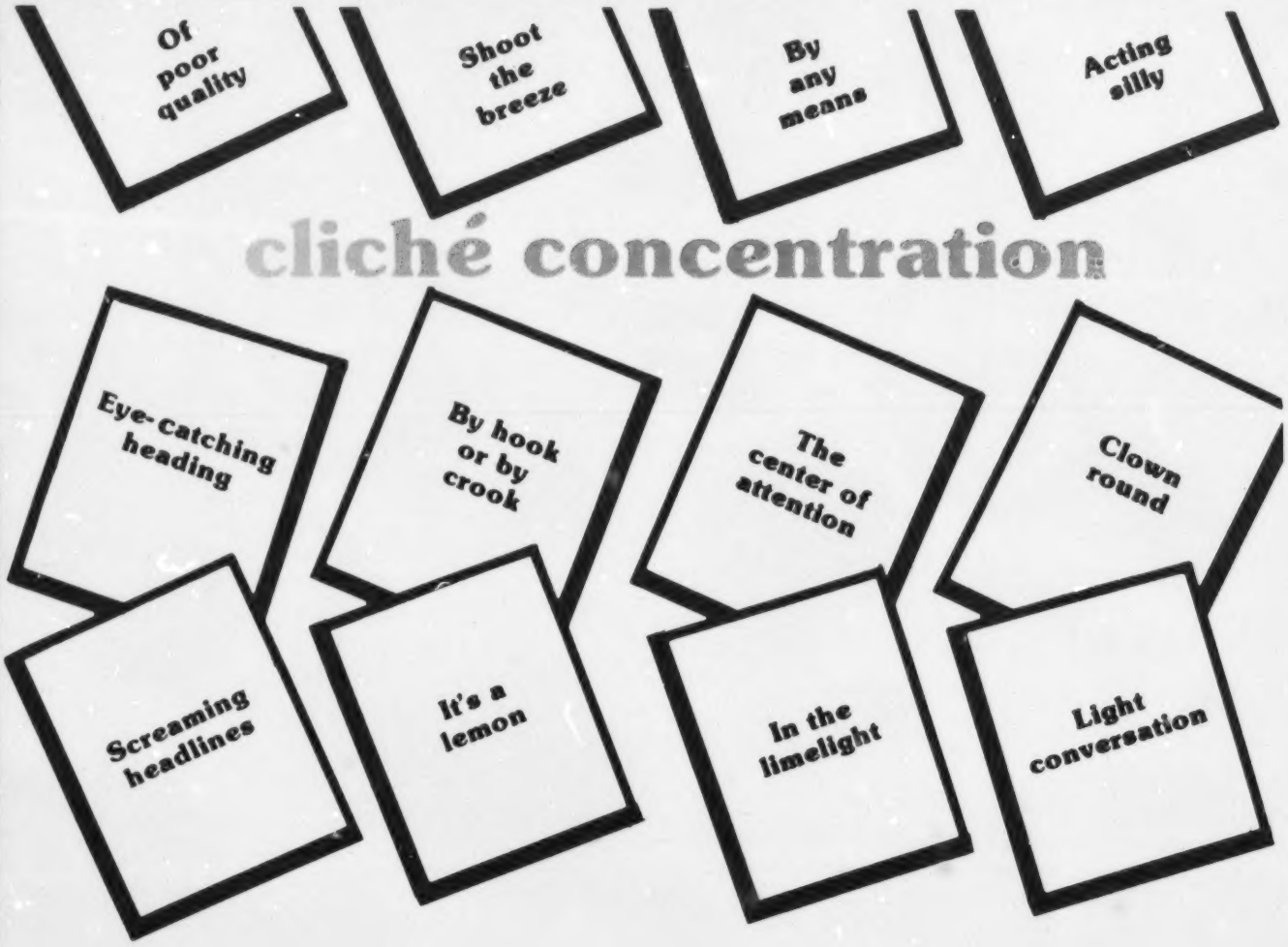
The student will distinguish literal from figurative.

Directions:

The student takes a string and laces the rocket from the left column to the word on the right to complete a figurative phrase. Have him tell what each completed phrase means.

Follow-up Activities:

1. Have the student define simile and give five examples.
2. Have the student scan a comic book and underline any figurative phrases he finds.



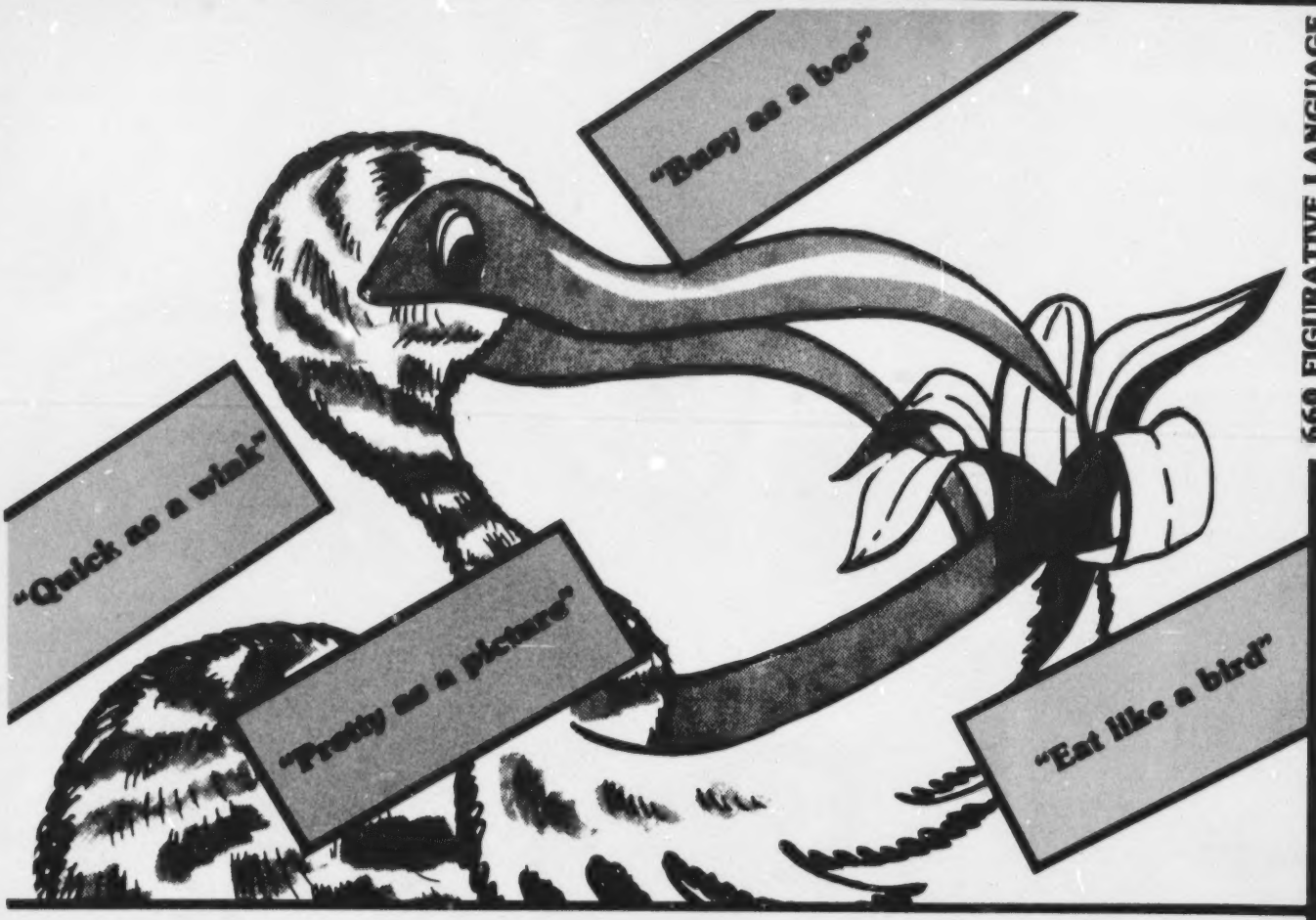
Cliché Concentration

Skill #660

Objective:
The student will identify the figurative meaning of a phrase.

Directions:
All cards are turned face down. The student turns two cards over at a time. If one is a figurative phrase and the other is its meaning, he has made a pair and may keep the cards. The person with the most pairs of cards at the end of the game wins.

Follow-up Activities:
1. Using the cards from the activity, play the game of "Fish."
2. Add an old maid card to the deck and play by the rules of "Old Maid." At the end of the game, the student holding the old maid card loses.



You Eat Like A Bird

Skill #660

Objective:
The student will identify and interpret figurative phrases.

Directions:
Each student draws a card with a figurative phrase on it and acts it out like the game of "Charades." The others try to guess the phrase and its meaning.

Follow-up Activities:
1. Have a student cut from a magazine pictures and words to form a rebus representing a figurative phrase.
2. Select a poem and have the student identify the figurative phrases.

Reagan reveals proposal for tuition tax credits

WASHINGTON (AP) — President Reagan, declaring that "working Americans are over-taxed and underappreciated," unveiled a program today that would let most parents claim tax credits to help send their children to private schools.

The only ones left out would be those making more than $75,000 a year.

Taking a step administration officials acknowledged was intended to boost Reagan's standing with lower- and middle-income parents who send their children to parochial schools, the president said:

"I have come to propose a tuition tax credit for parents who bear the double burden of public and private school costs."

Reagan was flying to Chicago this morning to disclose the plan in a speech to the National Catholic Educational Association, which represents 10,000 Roman Catholic schools.

His timing coincides with the deadline for Americans to file their federal income tax returns.

Reagan released the text of his plan in Washington before his departure for Chicago. It would let parents claim federal income tax credits of up to 50 percent of tuition paid for each child in private elementary or secondary school.

*News article taken from Thursday, March 1, 1981, *The Daily Herald*.

Six O'Clock News

Skill #680

Objective:

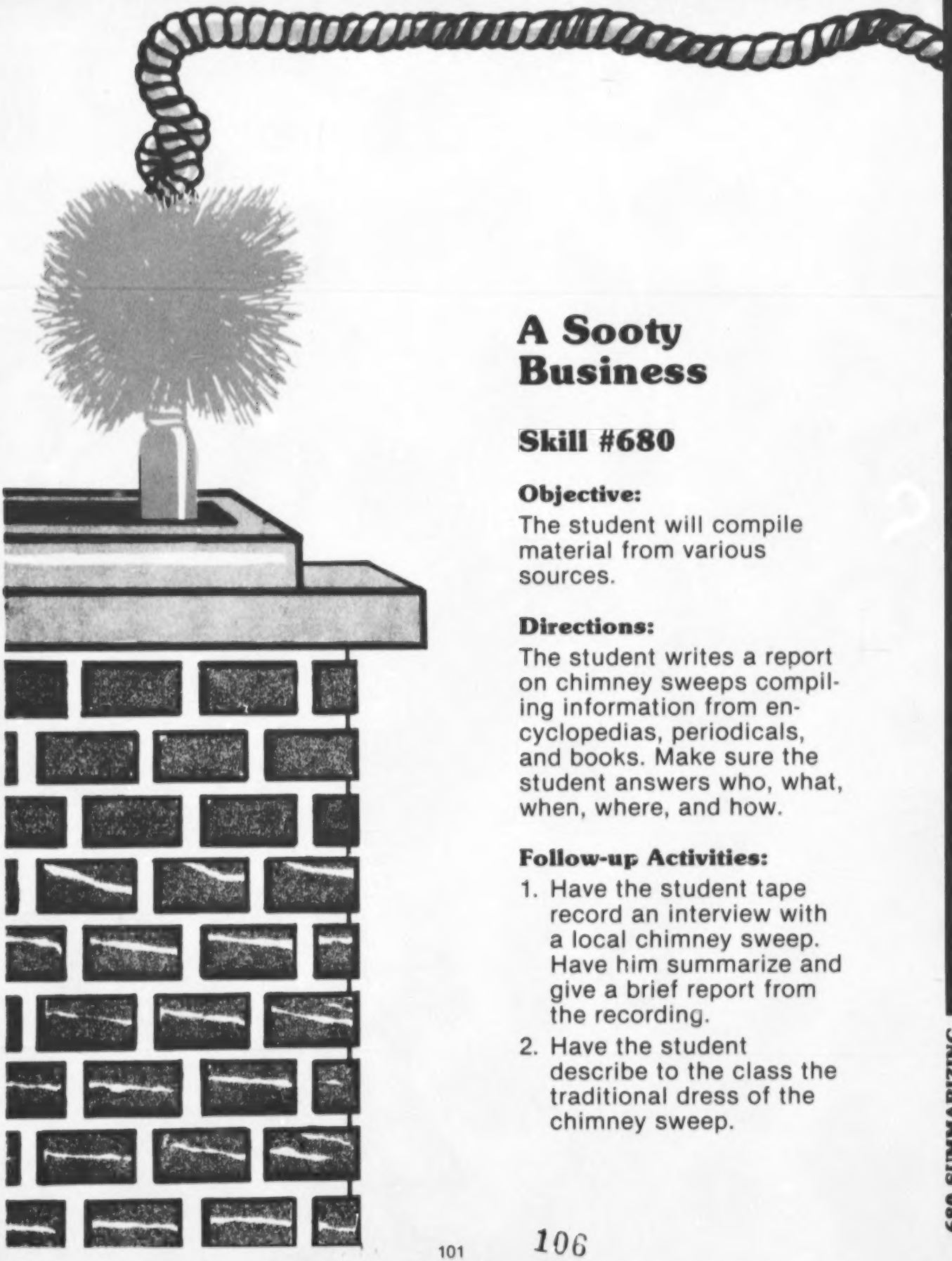
The student will summarize material read.

Directions:

The student reads the above newspaper article, condenses the information and relates it in the style of a news commentator.

Follow-up Activities:

1. Have the student gather information on a continuing news event and compile the details into a report.
2. Have the student watch the evening news, summarize the top story of the day and compare his version to the newspaper account.



A Sooty Business

Skill #680

Objective:

The student will compile material from various sources.

Directions:

The student writes a report on chimney sweeps compiling information from encyclopedias, periodicals, and books. Make sure the student answers who, what, when, where, and how.

Follow-up Activities:

1. Have the student tape record an interview with a local chimney sweep. Have him summarize and give a brief report from the recording.
2. Have the student describe to the class the traditional dress of the chimney sweep.

The Academy Awards

*HOLLYWOOD (AP) — Oscar, a bit subdued this year, packed few surprises and spread his favor around a bit. The biggest winner — "Ordinary People," which was named best picture — took just four of Hollywood's Academy Awards.

Robert De Niro and Sissy Spacek were named best actor and actress, for their performances in "Raging Bull" and "Coal Miner's Daughter."

Major awards also went to two novices in "Ordinary People": director Robert Redford, a film star himself, and supporting actor Timothy Hutton.

"I will never act again," Redford joked backstage.

Hutton, who strongly resembles his father, the late actor Jim Hutton, said of his dad, "I wish he was here."

The movie's fourth award went to Alvin Sargent for screenplay adaptation.

Only one other movie, "Tess," took more than two awards. It won in three of the lesser-known craft categories: cinematography, art direction and costumes.

In years past, some films have earned a fistful of awards. "Ben Hur" took 11 Oscars in 1951.

News article taken from Wednesday, April 1, 1981 The Daily Herald

The Academy Awards

Skill #680

Objective:

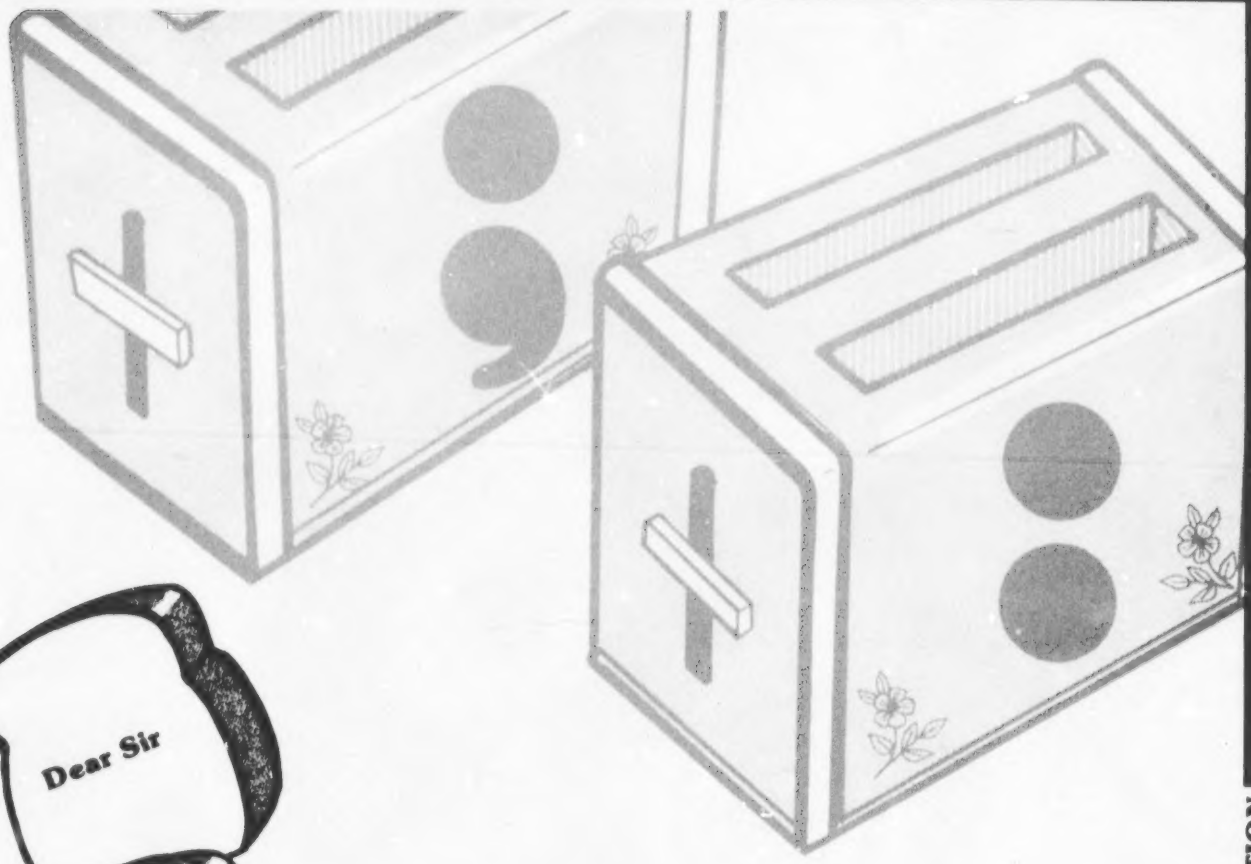
The student will summarize details of the story.

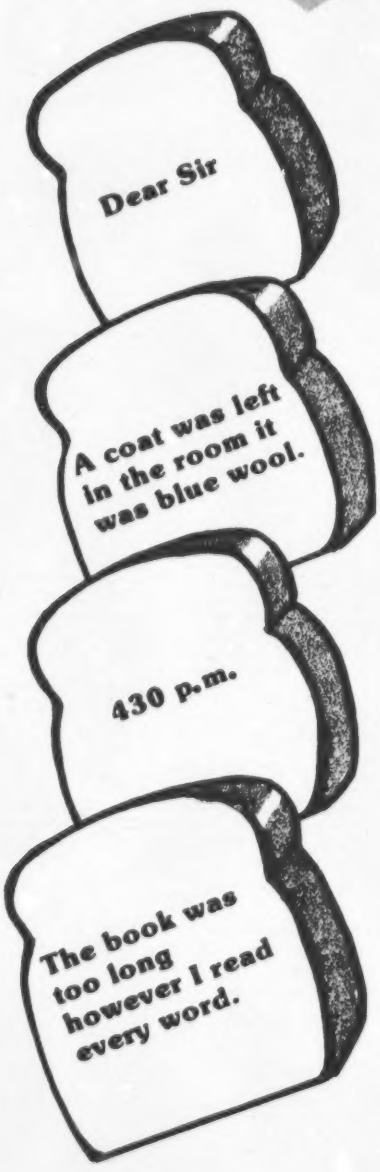
Directions:

The student reads the newspaper article and condenses it.

Follow-up Activities:

1. Condense the information in the article to chart form; for example, Best Actor-Robert DeNiro, Best Actress-Sissy Spacek. Display as a theater marquee on a bulletin board.
2. Have the student use several sources to research a famous actor. Spotlighting major events in his career, summarize his life.





Punctuation Pop-Up

Skill #700

Objective:

The student will distinguish between the use of colons and semi-colons.

Directions:

The student places the slice of bread in the correct toaster. One toaster is marked colon; one is marked semi-colon.

Follow-up Activities:

1. Change the toasters and bread to reinforce a different set of punctuation marks.
2. Cut pats of butter from construction paper and put punctuation marks on them. Have the student "butter the toast" matching all the bread from the above activity to the butter pats.

It was a warm bright April day and as I walked home I could feel spring fever come on I thought of things to do after lunch go over to Alices and play records go downtown shopping take a lazy sun bath I might even finish A Tale of Two Cities which I was supposed to have finished today yes it was going to be a wonderful afternoon

High Rollers

Skill #700

Objective:

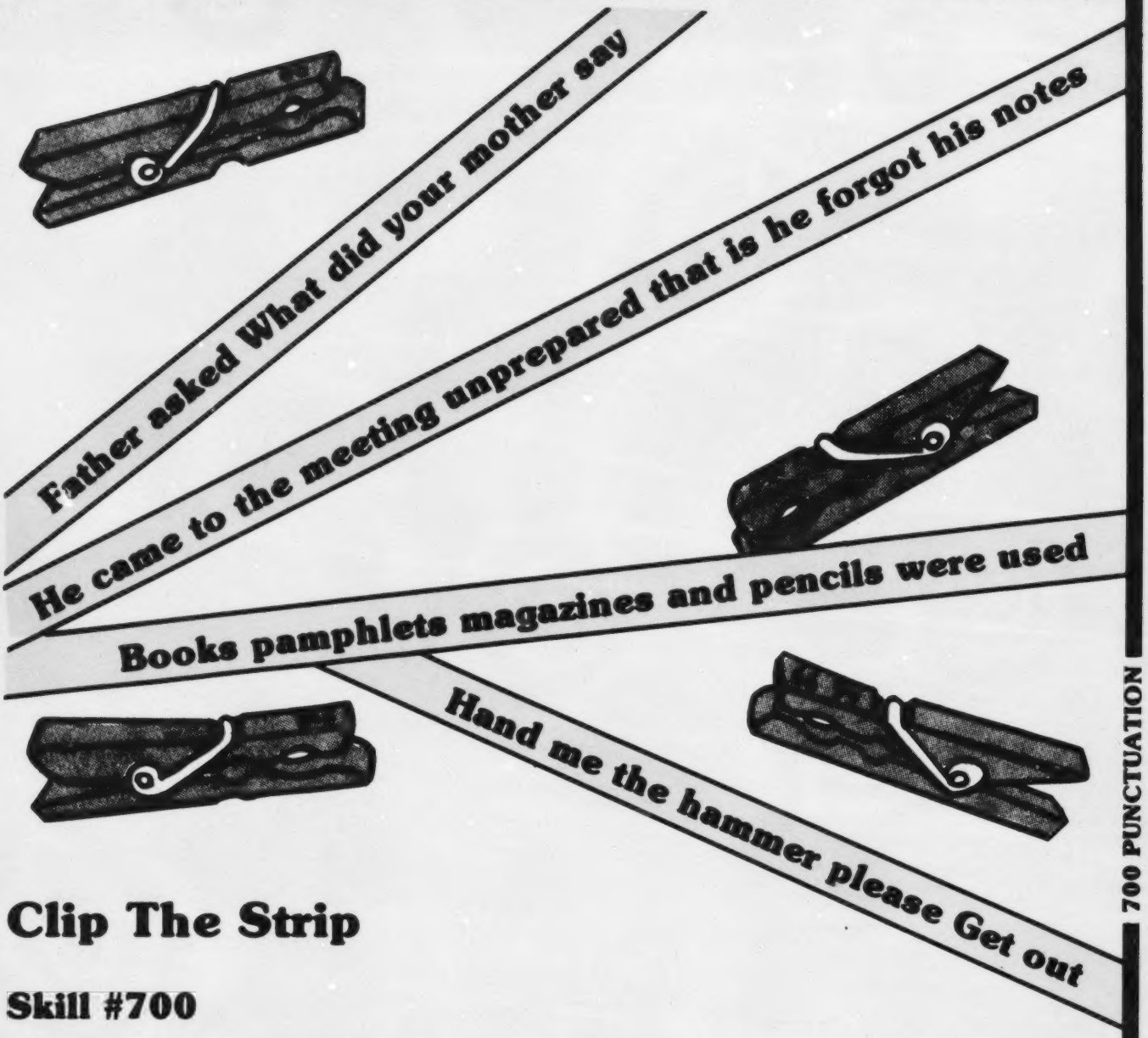
The student will demonstrate the use of punctuation.

Directions:

Dice marked with punctuation symbols are used. Each student is given the same unpunctuated paragraph. When a student rolls a needed punctuation mark, he puts it in his paragraph. The first one to correctly punctuate his selection wins.

Follow-up Activities:

1. Have the student throw a die. He is to make a sentence using whatever punctuation mark it shows.
2. Assign a sound to represent each punctuation symbol. Using a familiar song, direct the students in punctuating it with sounds.


Father asked What did your mother say
He came to the meeting unprepared that is he forgot his notes
Books pamphlets magazines and pencils were used
Hand me the hammer please Get out

Clip The Strip

Skill #700

Objective:
The student will identify the use of punctuation marks.

Directions:
The student takes a sentence strip and punctuates it with the proper clothespin.

Follow-up Activities:
1. To vary the activity, use a real clothes line and have the student sort the sentence strips to the proper pins.
2. Assign each student a punctuation mark to wear. As the teacher reads a sentence, the student stands up to show the proper placement of his mark.

Wondergel
You would have to go out of this universe to find a better toothpaste!!
Wondergel has it 'all' in one toothpaste!
whitens teeth
stops cavities
wins friends
eliminates bad breath
Say 'good bye' to your dentist.
Everybody's using it! Why not you . . . ?
You will use every drop!

Truth In Advertising

Skill #720

Objective:

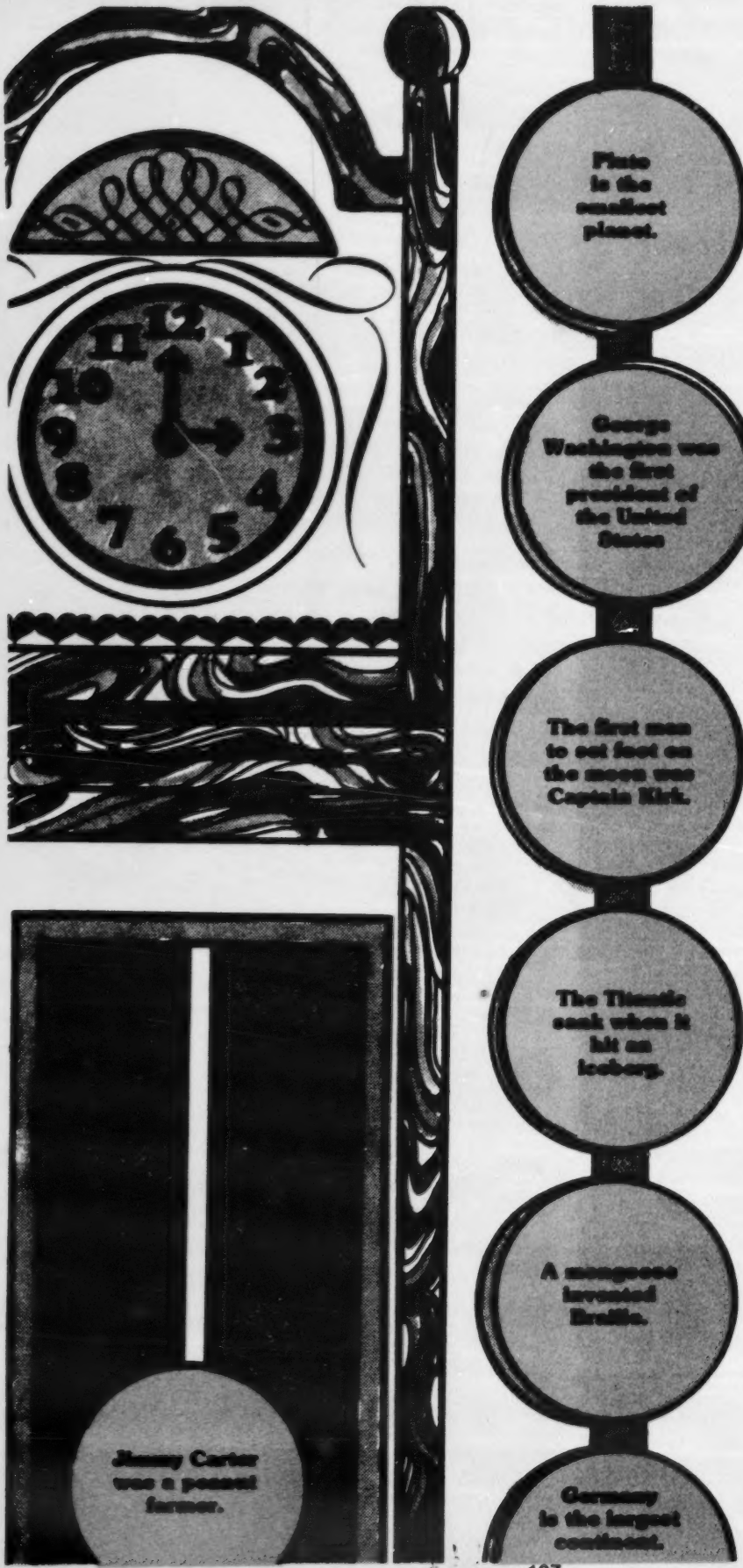
The student will point out truth in what is written.

Directions:

Familiarize the student with propaganda in advertising, pointing out that much in advertising is opinion rather than fact. Have the student locate ads. Circle each item that is a fact and underline each opinion. Have him present and justify his choices.

Follow-up Activities:

1. Have the student write a new ad for one of his favorite products.
2. Using the same product from follow-up one, have him write a television co mercial and dramatize it.


Pluto is the smallest planet.
George Washington was the first president of the United States.
The first man to set foot on the moon was Captain Kirk.
The Titanic sank when it hit an iceberg.
A mosquito is a small insect.
Germany is the largest continent.
Jimmy Carter was a peanut farmer.

Time Will Tell

Skill #720

Objective:

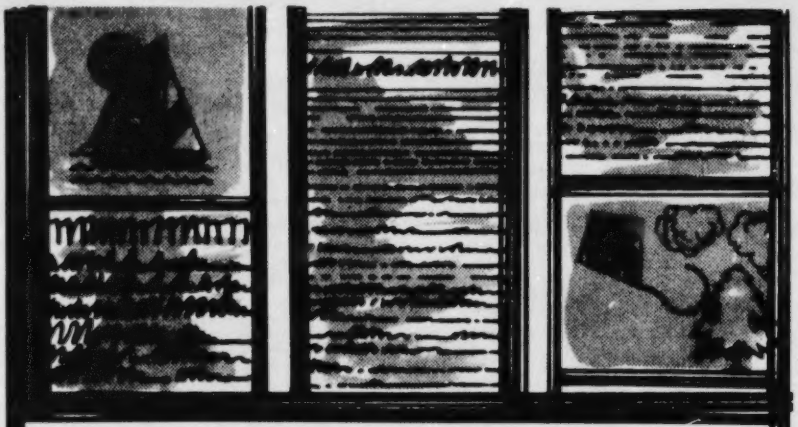
The student will identify events as fact or fiction.

Directions:

The teacher divides the group into two teams. Events are written on the pendulums and the teams take turns classifying the events as fact or fiction. For each correct answer, a point is scored and the team with the most points wins.

Follow-up Activities:

1. Stage a mock political rally. Select a student to deliver a campaign speech and the others will evaluate it for propaganda.
2. Fads and fashion can contribute to stereotyping. Have each student look for several examples in his community.



EDITORIAL

*Ready or not, time change Sunday morning

Just when the coast's weather is at its best, along comes that Sunday when Daylight Savings Time ends and everyone has to change his clock.

It wouldn't hurt—and it would certainly improve residents' ability to enjoy one of the two best periods of the year—if DST were to be continued until the third week of November in this part of the country.

For the past two months, the Gulf Coast has been experiencing the mildest, most pleasant interlude between summer and winter in decades. This week, the mornings and evenings have brought a nippiness that foreshadows winter's cold but by midday, the sunshine recalls summer's warmth.

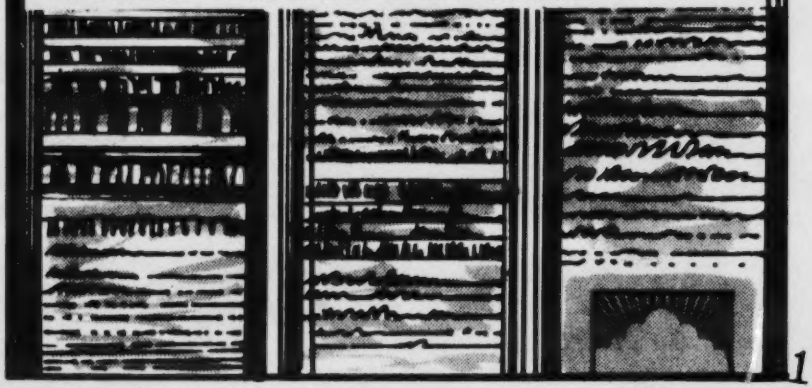
The Sunday ritual, the turning back of the clocks one hour, will bring a drastic change, bringing darkness an hour earlier than it came on Saturday. The change will affect many whose lifestyles include activities in the after-work hours.

Congress is considering changing the duration of Daylight Savings Time. It's now a six-month period, from the last Sunday in April to the last Sunday in October. There are several bills under consideration. The consensus of those Congressmen favoring a longer period of DST wants an eight-month period, achieving the longer span by beginning DST in March.

Chief opposition to the change comes from the American Farm Bureau Federation, which wants the DST period shortened. The AFBF says it's concerned for the safety of school children having to wait for buses in early morning darkness. The Department of Transportation counters that concern by noting that there was no increase in motor vehicle accidents involving school children, pedestrians or bicyclists during an experimental DST in March and April 1974.

DOT officials say a study indicates a longer DST would result in a small energy savings, including an electricty saving of the equivalent of 100,000 barrels of oil per day. The same study found that the incidence of crime in one major U.S. city decreased 10 to 13% and it noted a .7% reduction in traffic fatalities due to DST.

*News article taken from Thursday, October 22, 1981, *The Daily Herald*.



Fact Or Opinion

Skill #720

Objective:

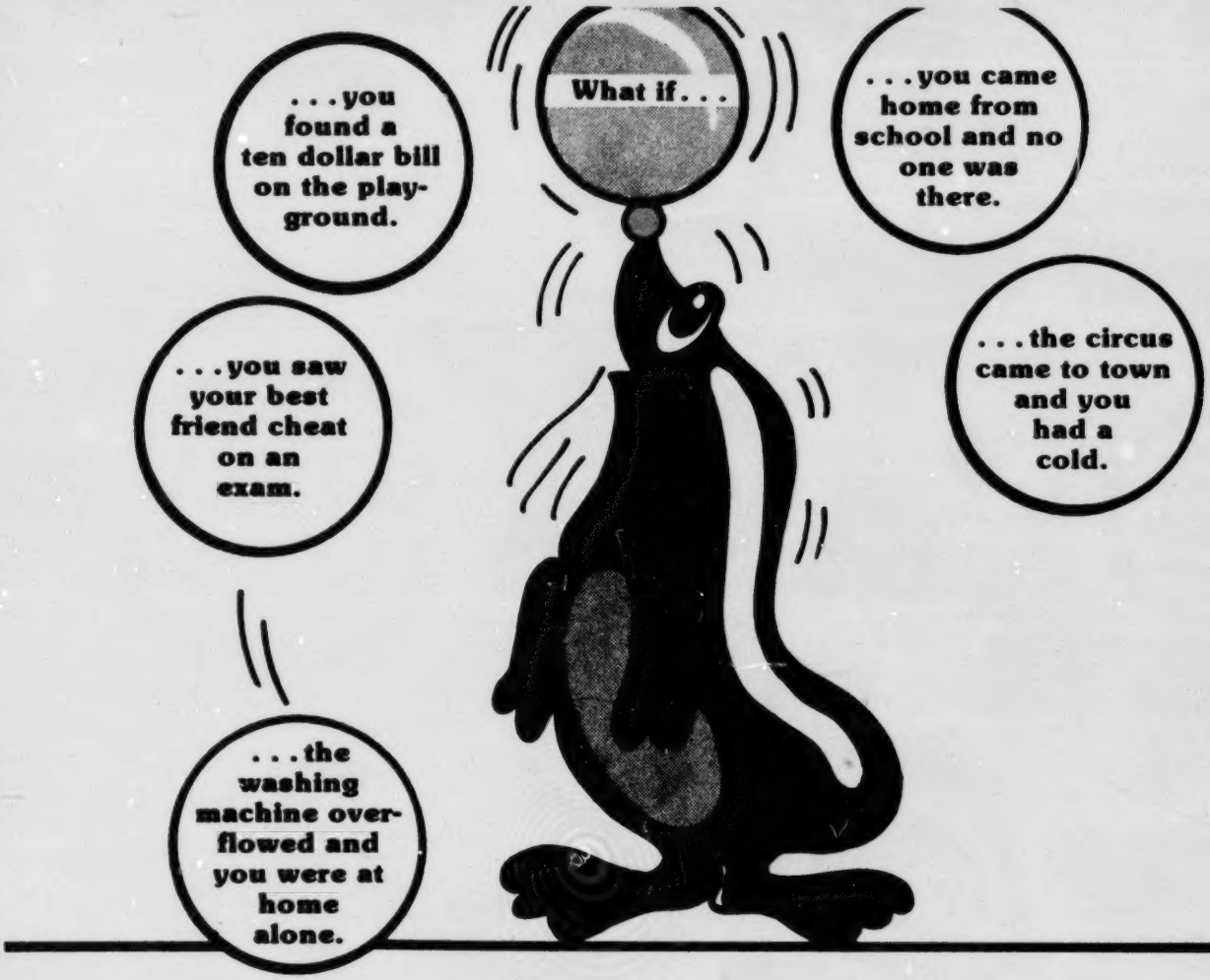
The student will distinguish between fact and opinion.

Directions:

The teacher selects an article from the editorial page of the newspaper concerning a current event. The student reads the article and decides which parts are fact and which are opinion.

Follow-up Activities:

1. Have the student answer the following questions:
   A. What is an editorial?
   B. Why is it written?
   C. Who writes it?
2. Divide the students into two groups and have them discuss both sides of the issue in the editorial.


What if. . .
. . . you found a ten dollar bill on the playground.
. . . you came home from school and no one was there.
. . . you saw your best friend cheat on an exam.
. . . the circus came to town and you had a cold.
. . . the washing machine overflowed and you were at home alone.

Juggling Decisions

Skill #740

Objective:
The student will describe the outcomes.

Directions:
Each ball the seal is juggling contains a phrase to complete the sentence beginning, "What if. . . ." He reads each ball then predicts the outcome as though he were in the situation.

Follow-up Activities:
1. Using one of the situations in the activity, have one student offer a positive situation, "The best that could happen. . ." and another student offer a negative, "The worst that could happen. . . ."
2. Read a portion of a short story deleting the outcome. Have each student write an ending to the story and compare it with the author's.

"It is a beautiful day outside and you are. . . ."
"You just went to the dentist and now you feel. . . ."
"Today is the first day of school and you are. . . ."
"You just saw a Dracula movie and it made you. . . ."

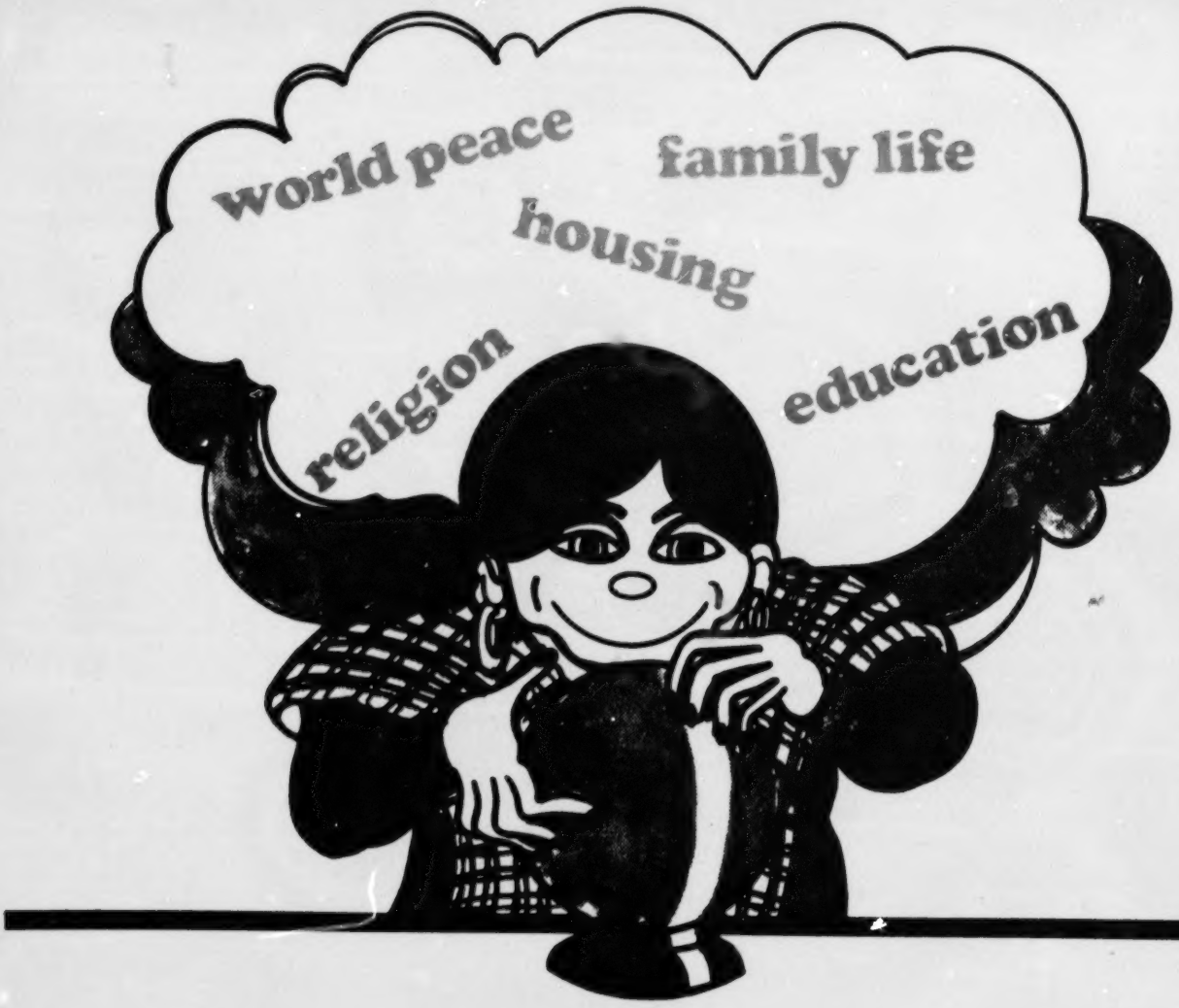
Spin The Outcome

Skill #740

Objective:
The student will state outcomes.

Directions:
The student spins the arrow. When it stops, he reads the sentence and completes it in story form.

Follow-up Activities:
1. Have the student write down what facts were relevant to the outcome.
2. Give the student imaginary situations and let him predict what he would do; for example, A. If I inherited a million dollars. . . .
   B. If I were lost on a desert island. . . .



I Predict

Skill #740

Objective:
The student will predict outcomes.

Directions:
Have the student look at the five categories above and predict the changes that might take place in one hundred years.

Follow-up Activities:
1. Have the student compare each prediction to life today and tell which way of living he would prefer.
2. Have the student predict his future twenty years from now.

Concentrate On This

Skill #760

Objective:

The student will identify sight words.

Directions:

Cards are made with associated pictures and sight words. The activity is played similar to "Concentration." Two cards are turned over at a time and if the cards match, the student scores a point. If not, he turns the cards back over and it becomes the next player's turn.

Follow-up Activities:

1. Sight words can be reinforced by having the student glue yarn on each letter of the word.
2. Have each student wear a sight word pinned to his shirt for one day. When he is called on, he must say his word and use it orally in a sentence.

Sight Words In Motion

Skill #760

Objective:

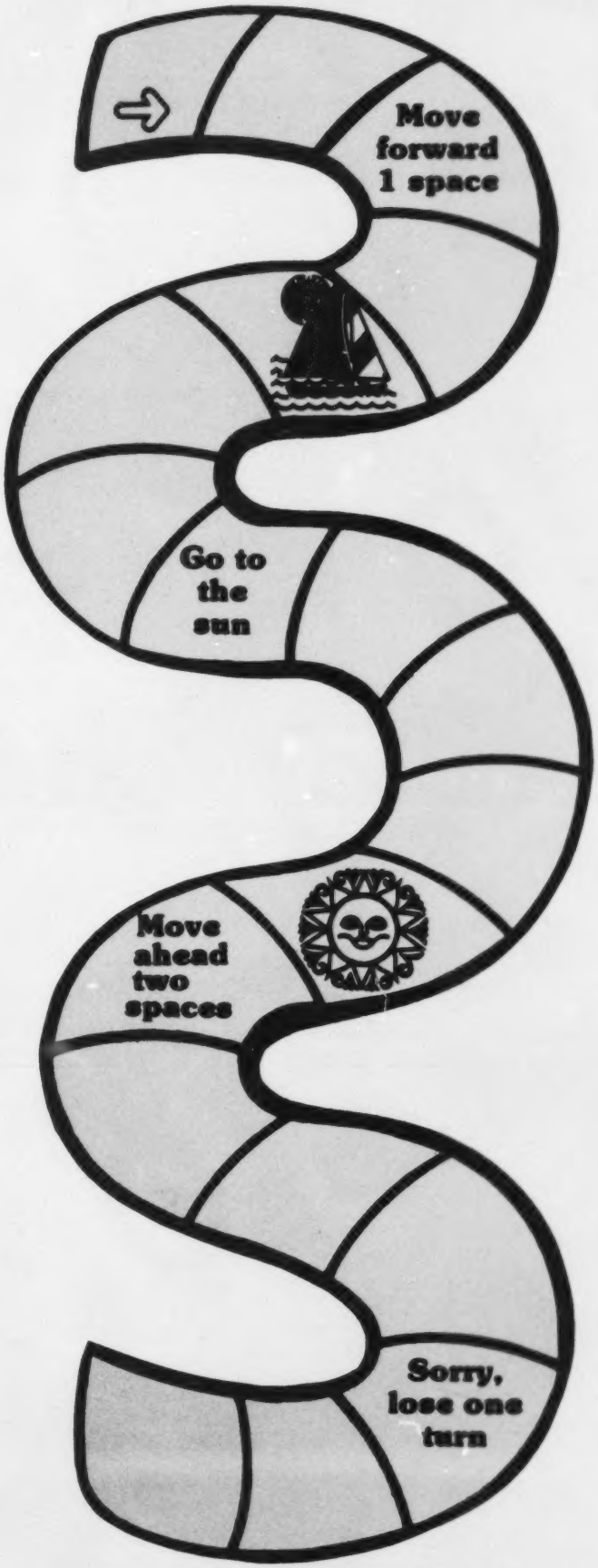
The student will recognize sight words by association.

Directions:

Word mobiles can be hung throughout the classroom, helping the student to increase his sight word vocabulary.

Follow-up Activities:

1. Give the student 5 x 7 cards, each with a sight word written on it. Have him cut out the word following the word configuration.
2. Make textured sight words by using sandpaper, textured wallpaper scraps, etc. The student wears a blindfold and identifies the words by touch only.



Set Your Sights

Skill #760

Objective:

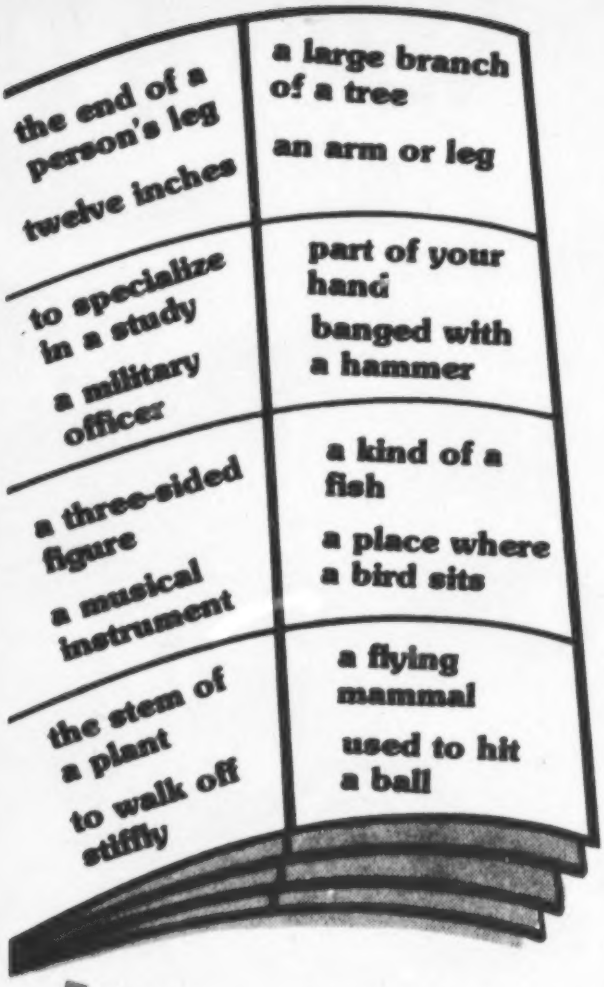
The student will recognize and understand sight words.

Directions:

The teacher uses flash cards with the sight words printed on them. Each player takes a turn. He must say the sight word immediately in order to move to the next space on the board. The player who reaches the end first wins.

Follow-up Activities:

1. Cover each space in the activity with a sight word card. Have the student attempt to reach the last space by reading all the words with no error.
2. Give the student the sight word cards. Have him find and cut each word from a magazine and place it on the card it matches.


the end of a person's leg
twelve inches
a large branch of a tree
an arm or leg
to specialize in a study
a military officer
part of your hand
banged with a hammer
a three-sided figure
a musical instrument
a kind of a fish
a place where a bird sits
the stem of a plant
to walk off stiffly
a flying mammal
used to hit a ball

Saving Stamps

Skill #780

Objective:

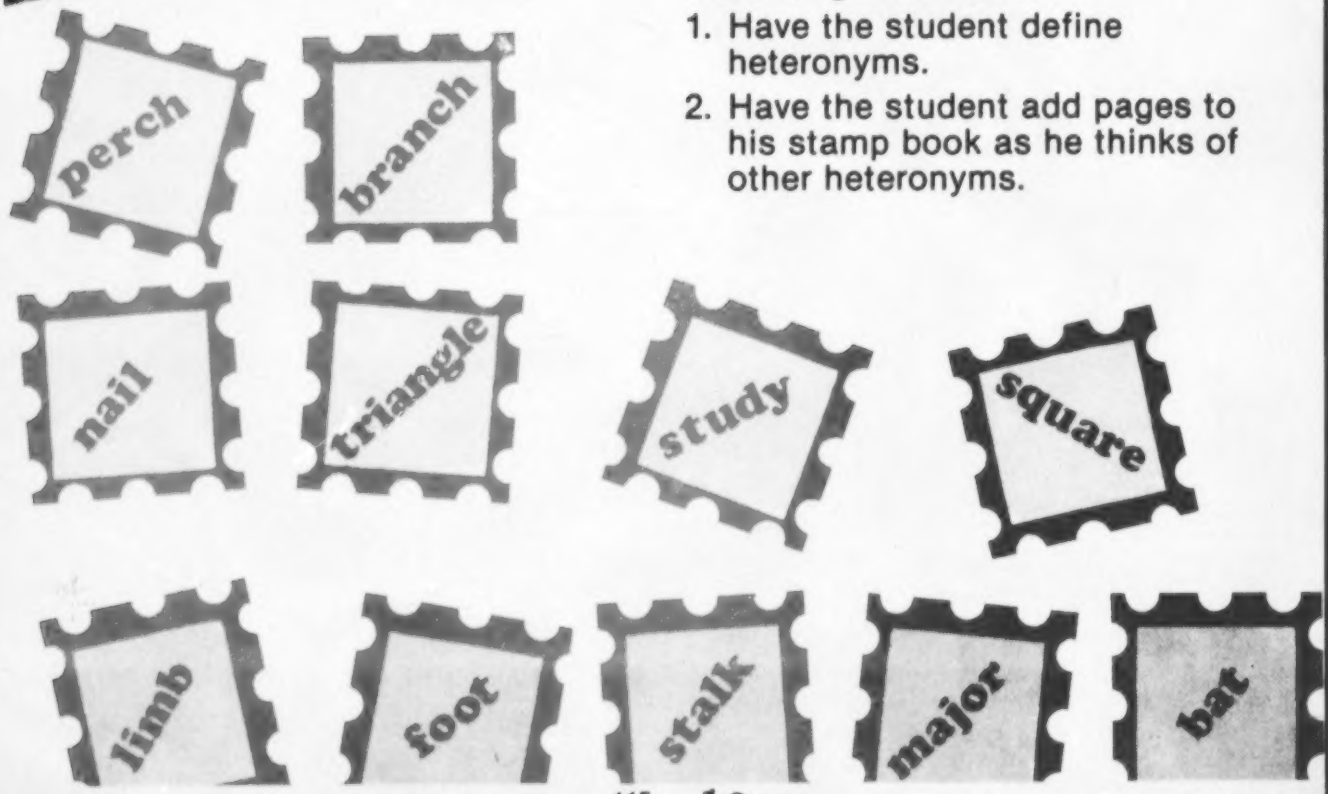
The student will discover that one word has two meanings even though it looks and sounds the same.

Directions:

The student reads the definitions in the stamp book. He must place the stamp with the correct word on the two definitions it fits. See if he can fill up this page.

Follow-up Activities:

1. Have the student define heteronyms.
2. Have the student add pages to his stamp book as he thinks of other heteronyms.



The tape recorder seems to be broken.
I am collecting bottle caps for a school project.
Watch out when you cross busy streets.
His fishing line became tangled when he pulled it out of the water.
Orange is my favorite color.

Money In The Bag

Skill #780

Objective:

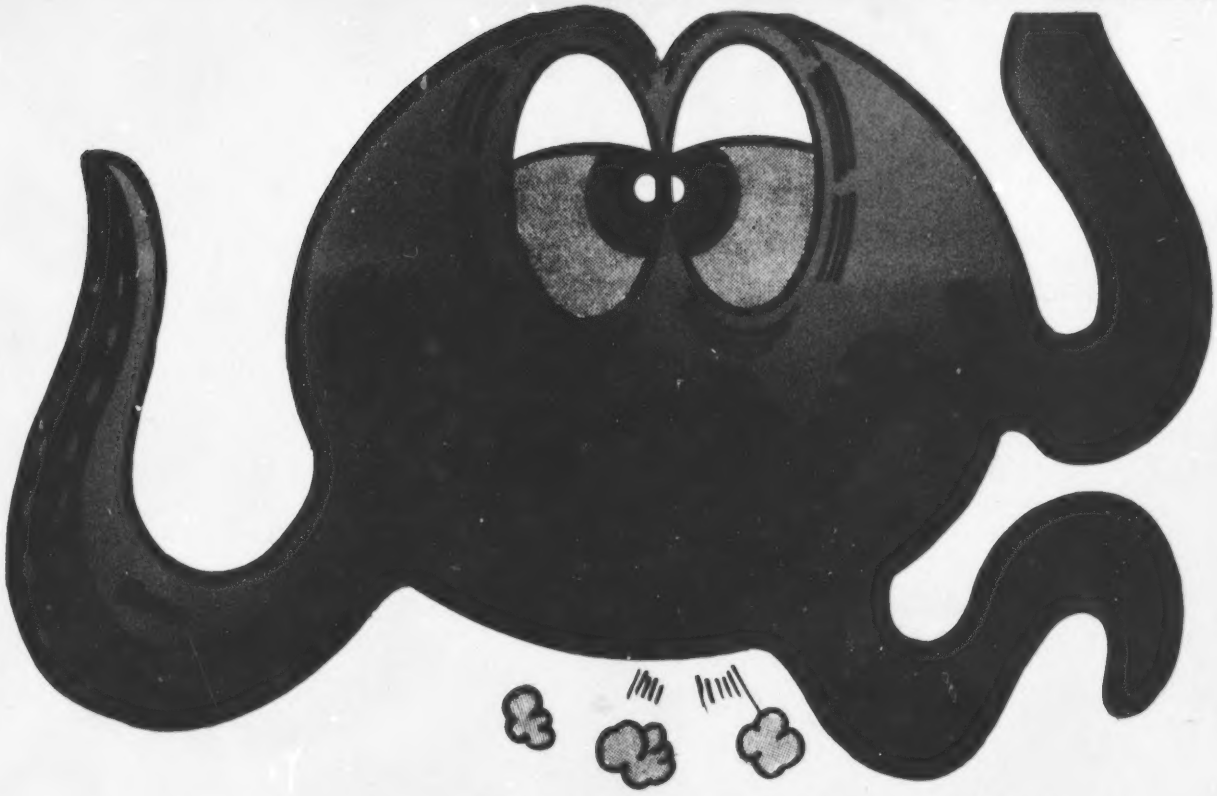
The student will recognize words that look and sound the same but may have different meanings.

Directions:

The student reads the sentence on the coin. Each word underlined in the sentence can take on a completely different meaning in a new sentence, but it will still look the same. Have the student write a new sentence for the word underlined on the back of the coin giving the word a different meaning. Each correct coin goes into the money bag.

Follow-up Activities:

1. Have the student write two meanings for each word underlined.
2. Help the student "get rich quick." Using play money, award one dollar for each word the student thinks of with two meanings, five dollars - three meanings, ten dollars - four meanings.



Terminated Tentacles

Skill #780

Objective:

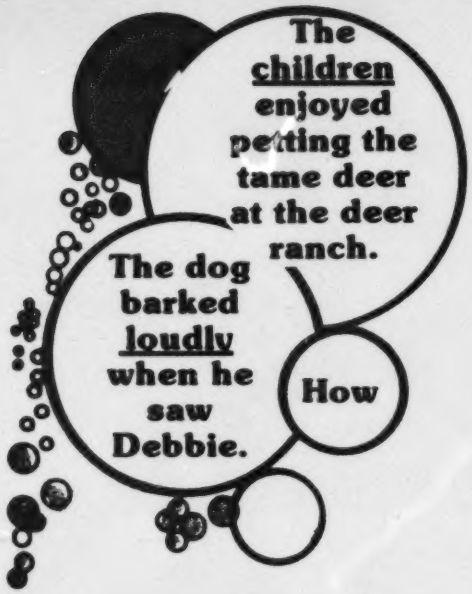
The student will identify words that look the same but can serve as different parts of speech.

Directions:

The student looks at the words on the tentacles. He uses each word in sentences showing it as two different parts of speech. The student writes the sentences on the back of the tentacles. Each correct tentacle is attached to the octopus.

Follow-up Activities:

1. Have the student give the part of speech of the words on the tentacles as used in each sentence.
2. Have the student scan an article from a science magazine. He must circle five words that could be used as another part of speech.



Squeaky Clean

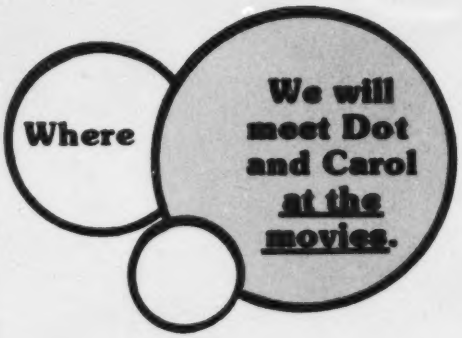
Skill #800

Objective:

The student will identify words or phrases which answer certain questions.

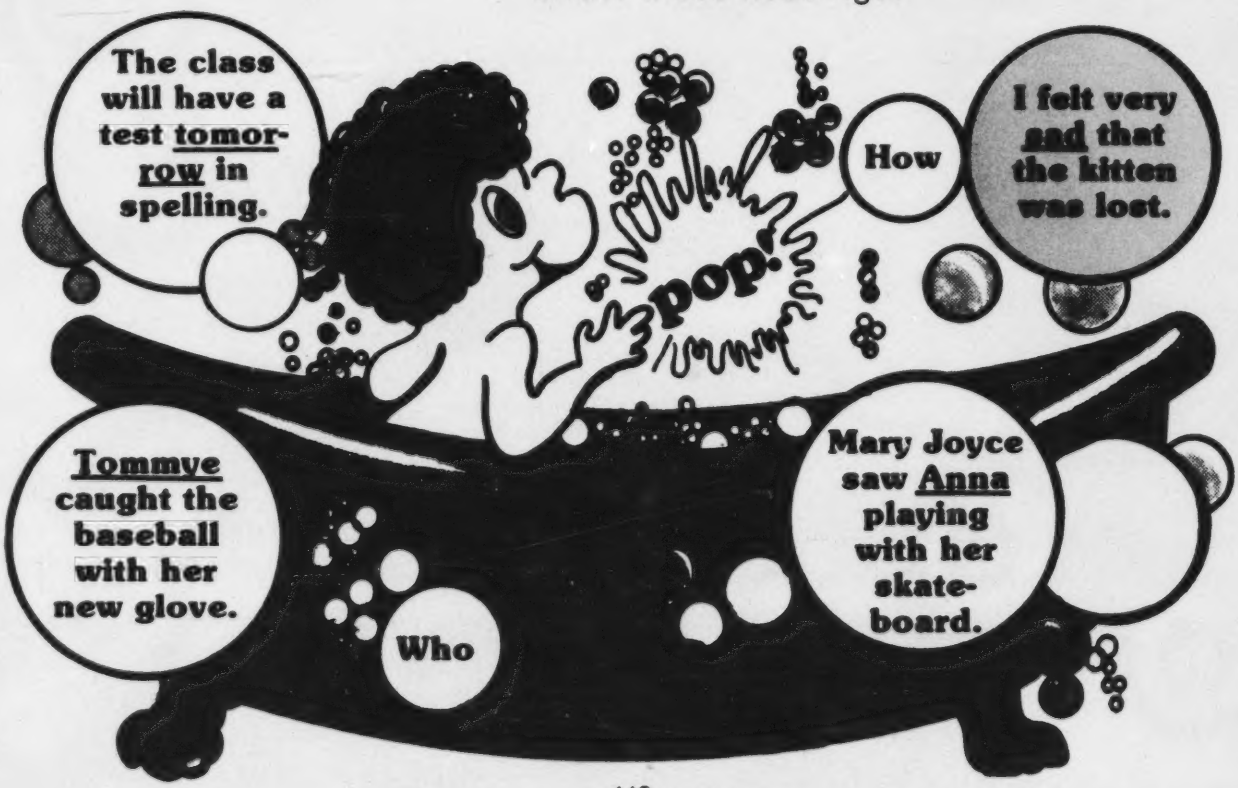
Directions:

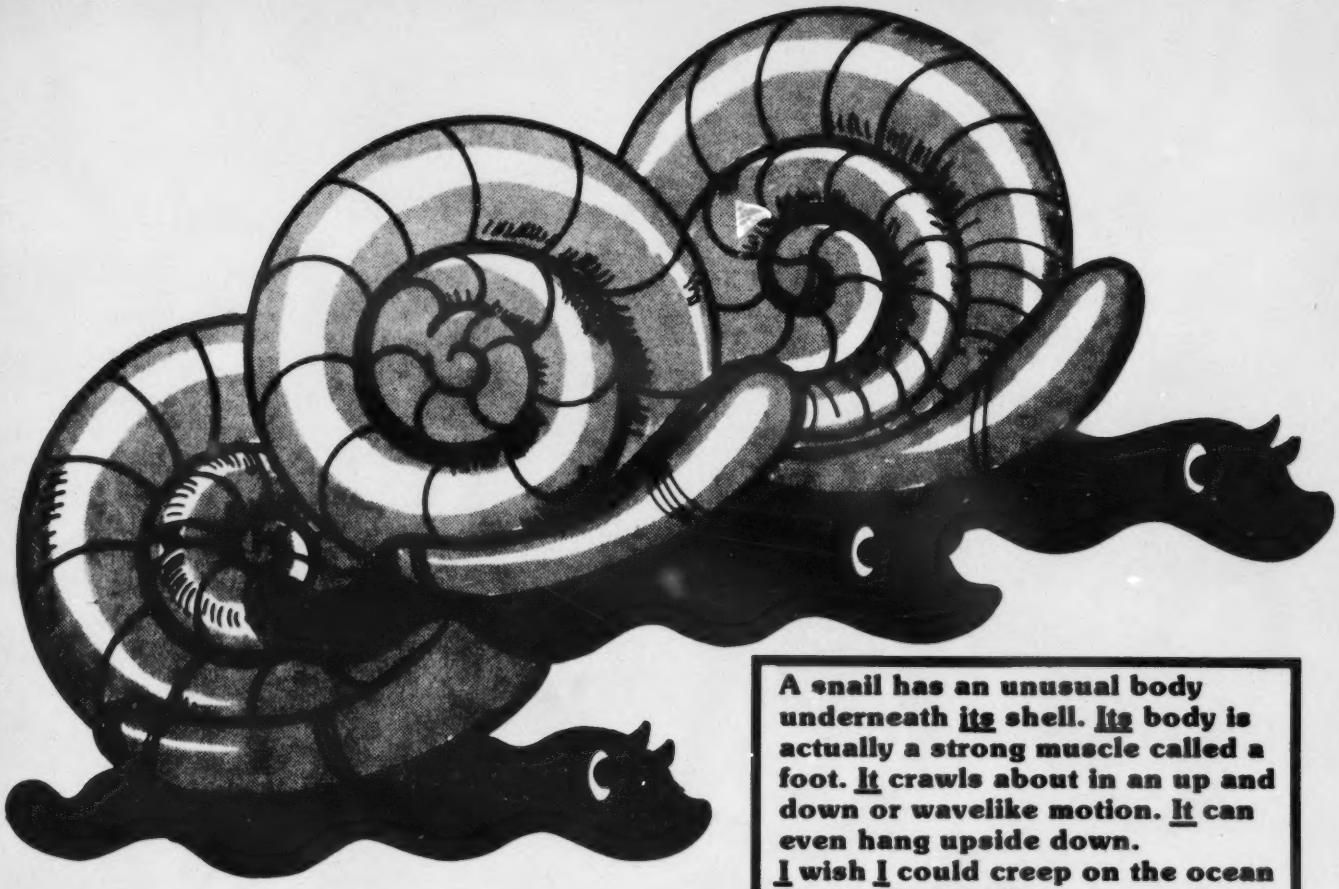
The student must determine if the underlined word or phrase on each bubble answers who, what, where, when or how. He must move a small bubble with the correct answer to the large bubble.



Follow-up Activities:

1. Have the student read each sentence substituting a different word or phrase to answer the same question.
2. Give the student a piece of construction paper with columns headed who, what, where, when, how. Have him cut from a magazine words or phrases to categorize under these headings.


The class will have a test tomorrow in spelling.
How
I felt very sad that the kitten was lost.
pop!
Tommye caught the baseball with her new glove.
Who
Mary Joyce saw Anna playing with her skateboard.



A snail has an unusual body underneath its shell. Its body is actually a strong muscle called a foot. It crawls about in an up and down or wavelike motion. It can even hang upside down.
I wish I could creep on the ocean floor, climb walls and trees just like a snail.

A Snail's Pace

Skill #800

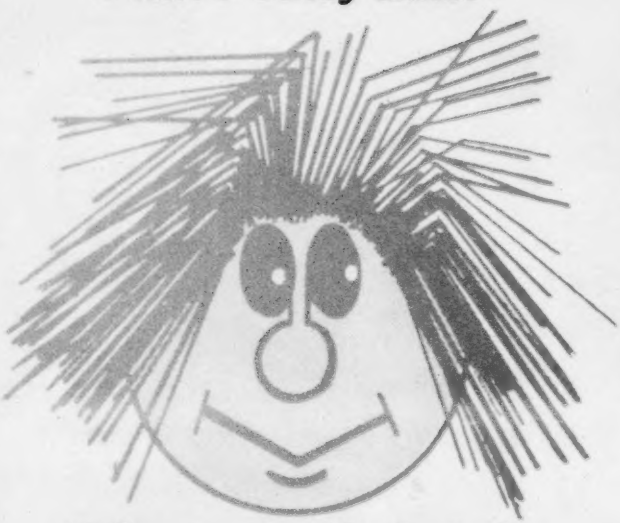
Objective:
The student will distinguish pronoun referents.

Directions:
The student reads the paragraph and decides to what or to whom each underlined personal pronoun refers.

Follow-up Activities:
1. Have a student cut and mount an article from a nature magazine about an animal. Circle all the pronoun referents and have him identify the word to which each refers.
2. Give the student a paragraph written with pronouns instead of nouns. Direct the student to replace each pronoun with a noun.

"I have straight hair."

"I have curly hair."



"I have unruly hair."

Improve Your Style

Skill #800

Objective:

The student will identify certain words or phrases which answer questions.

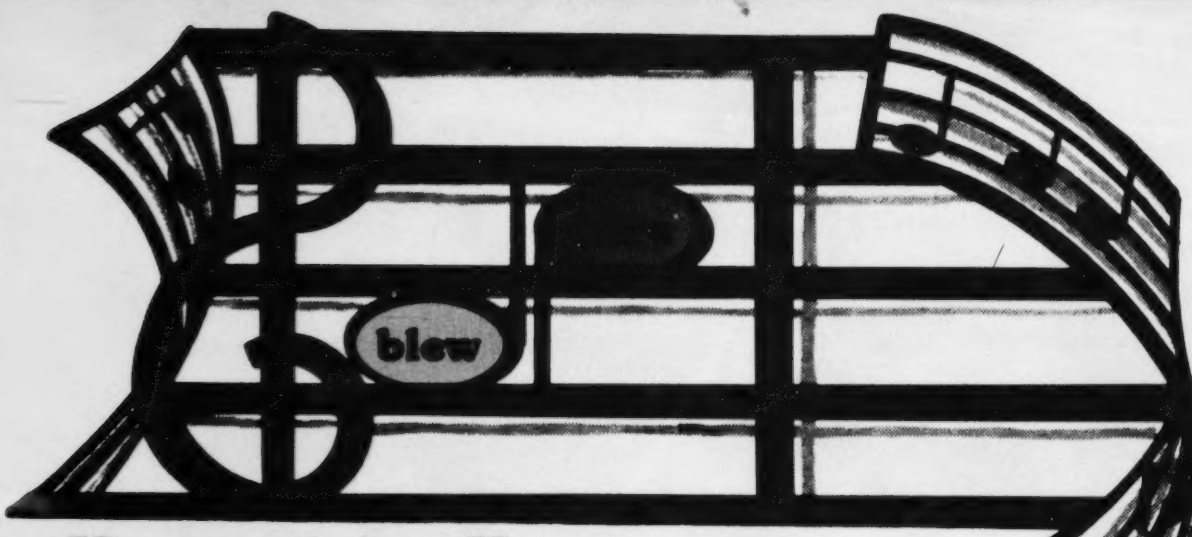
Directions:

The student reads the sentences listed below. He then tells how the underlined word or phrase is used in the sentence by answering where, when, or how.

1. Under a microscope you can see the shape of a hair shaft.
2. Straight hair is determined by round hair shafts.
3. The shape of your hair shaft is determined by the shape of your parents' hair shafts.
4. The tendency to have curly or straight hair comes from your parents.
5. In humid weather curly hair will frizz rapidly.
6. Now they have straighteners and permanents that temporarily change the shape of your hair shafts.
7. The shape of your hair shaft cannot be changed permanently. As your hair grows out, it will look the same as before the change.

Follow-up Activities:

1. Read the front page of today's newspaper to find ten sentences containing words or phrases which answer the question where, when, or how. Cut the sentences out and paste them on a sheet of paper under the columns designated for each.
2. Mark off chalk squares on the floor and label them with the time-identity words. When a sentence is read, the student moves to the correct square.



Harmonizing Homonyms

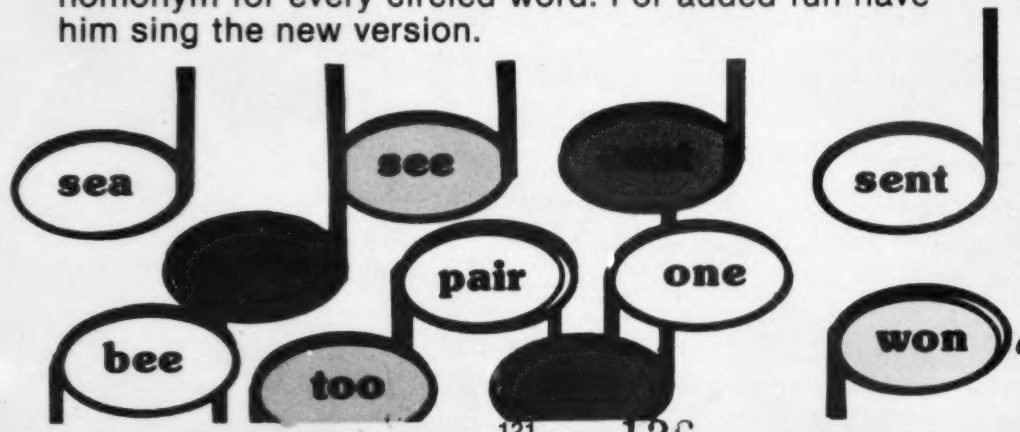
Skill #820

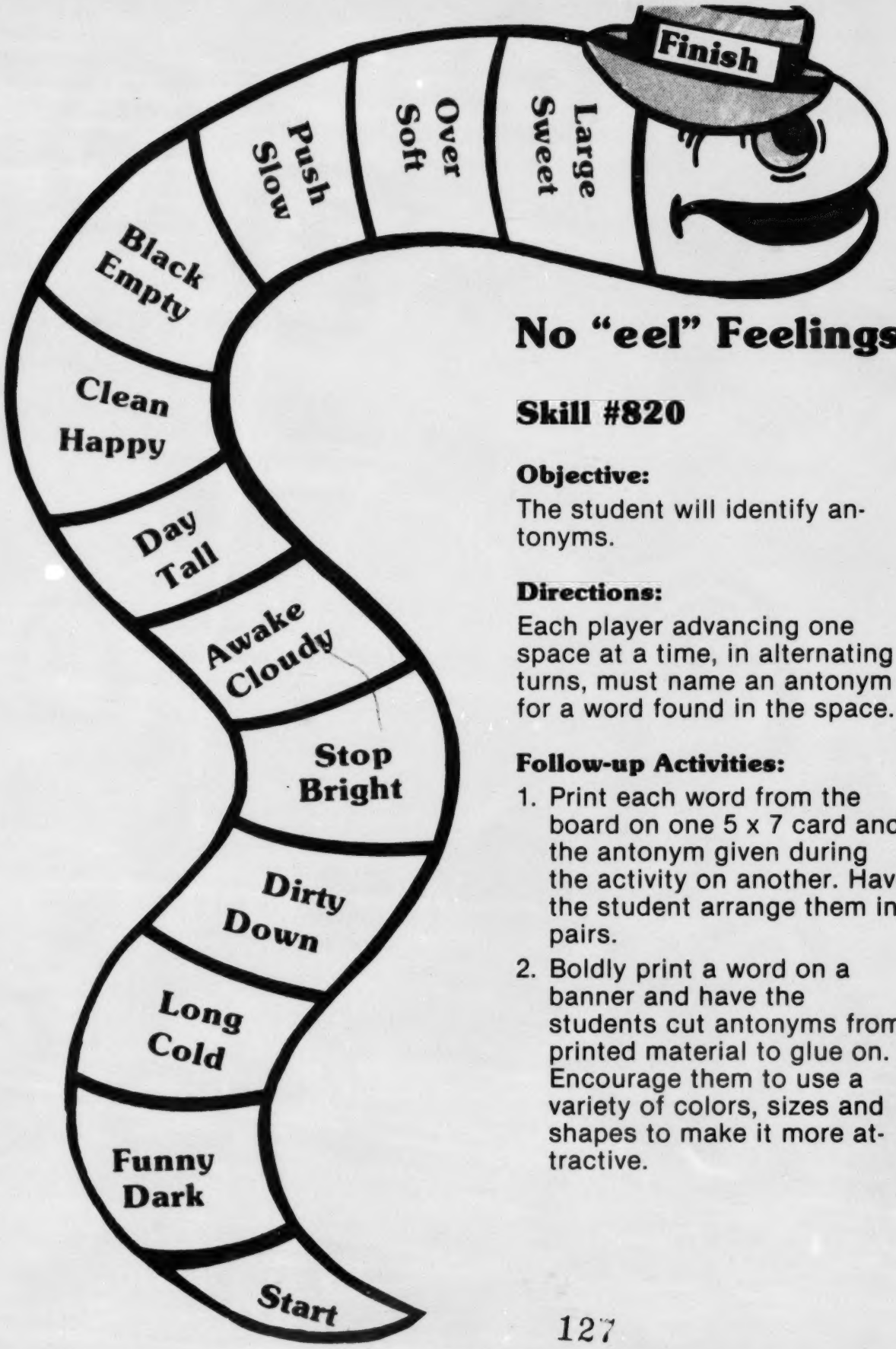
Objective:
The student will identify homonyms.

Directions:
The student looks at the words on the musical notes. Each word has a corresponding word which is its homonym. The student places the two correct notes into a measure on the musical scale.

Follow-up Activities:

1. Give the student the following list. He supplies the missing homonym.
   A. "I Can ___ Clearly Now."
   B. ". . .and a partridge in a ___ tree."
   C. "Tea for ___."
   D. "___ Suede Shoes."
   E. "___, two, three o'clock, four o'clock rock."
2. Give the student a copy of contemporary sheet music with five key words circled. He must supply a homonym for every circled word. For added fun have him sing the new version.





No "eel" Feelings

Skill #820

Objective:

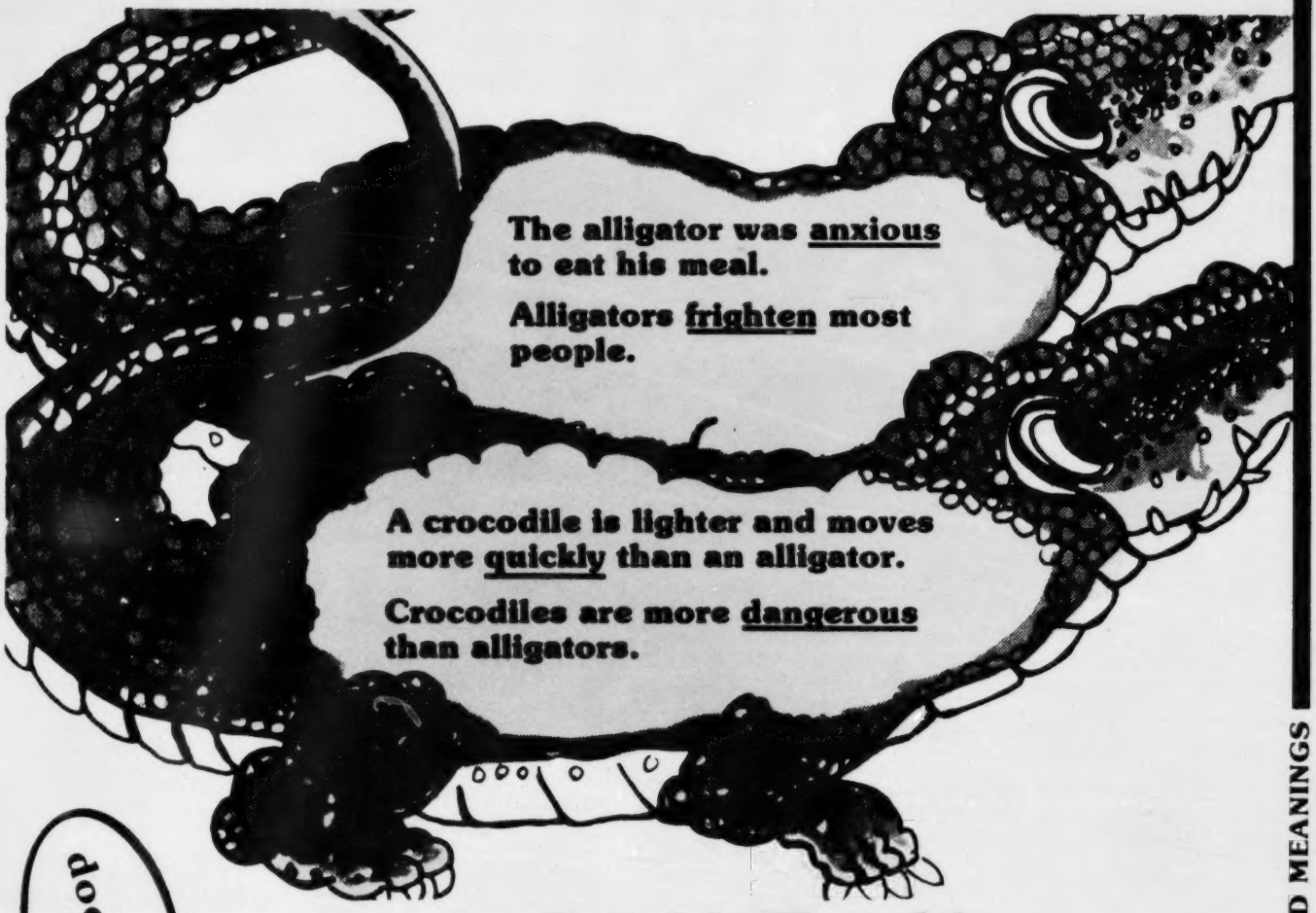
The student will identify antonyms.

Directions:

Each player advancing one space at a time, in alternating turns, must name an antonym for a word found in the space.

Follow-up Activities:

1. Print each word from the board on one 5 x 7 card and the antonym given during the activity on another. Have the student arrange them in pairs.
2. Boldly print a word on a banner and have the students cut antonyms from printed material to glue on. Encourage them to use a variety of colors, sizes and shapes to make it more attractive.


The alligator was anxious to eat his meal.
Alligators frighten most people.
A crocodile is lighter and moves more quickly than an alligator.
Crocodiles are more dangerous than alligators.

Double Trouble

Skill #820

Objective:

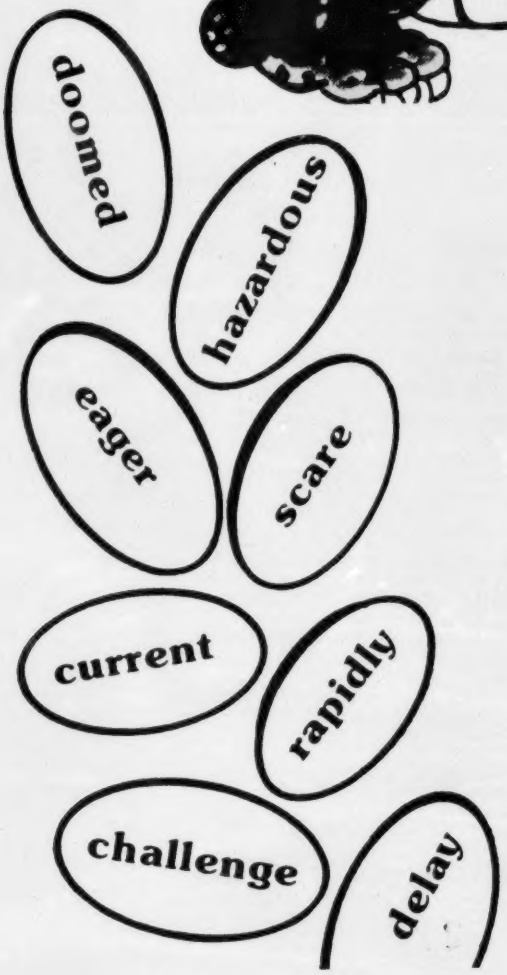
The student will identify synonyms by association.

Directions:

The student reads the sentences on the alligator and crocodile. He locates the egg with the correct synonym and places it on the underlined word in the sentence.

Follow-up Activities:

1. Using the eggs from the above activity, have an "egg hunt." Each student gives a synonym for every egg he finds.
2. Have the student choose three pairs of synonyms that describe both alligators and crocodiles.



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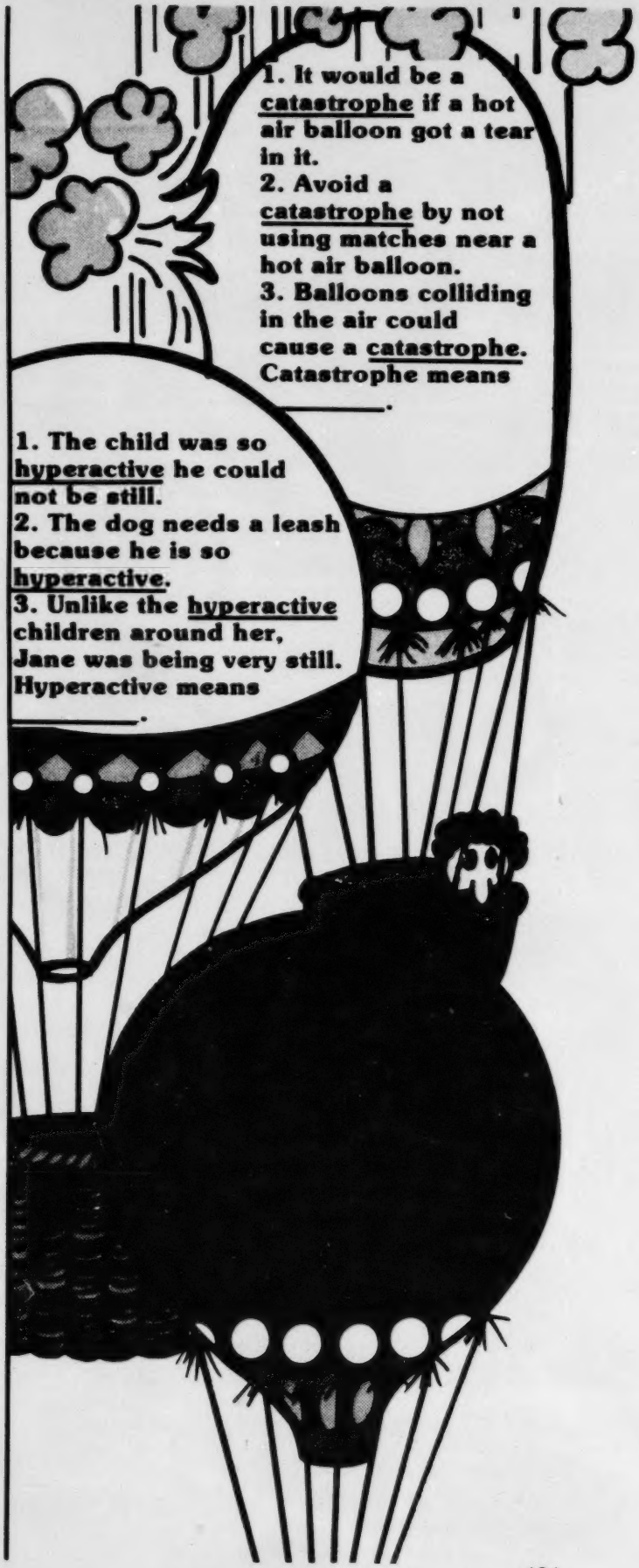

1. It would be a catastrophe if a hot air balloon got a tear in it.
2. Avoid a catastrophe by not using matches near a hot air balloon.
3. Balloons colliding in the air could cause a catastrophe.
Catastrophe means _____.
1. The child was so hyperactive he could not be still.
2. The dog needs a leash because he is so hyperactive.
3. Unlike the hyperactive children around her, Jane was being very still.
Hyperactive means _____.

Up, Up And Away . . .

Skill #840

Objective:

The student will define words in context.

Directions:

The student reads the sentences printed on the hot air balloons. Each sentence gives a clue to the meaning of the underlined word. After reading the clues the student defines the word.

Follow-up Activities:

1. Offer the students three clues to a mystery word. The one who identifies the word wins; for example, dog–hairy, animal, barks.
2. Mount an article from the newspaper onto a piece of tag board. Black out every fifth word, keeping a master list as you go. The student reads the selection and tries to supply the missing words. When he has finished, he checks himself by the master list.

In A Pickle

Skill #840

Objective:

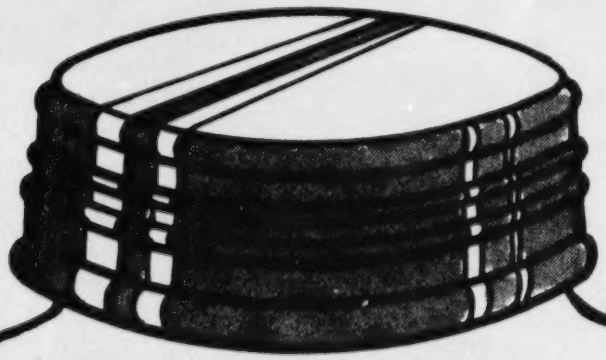
The student will utilize surrounding words as a clue to meaning.

Directions:

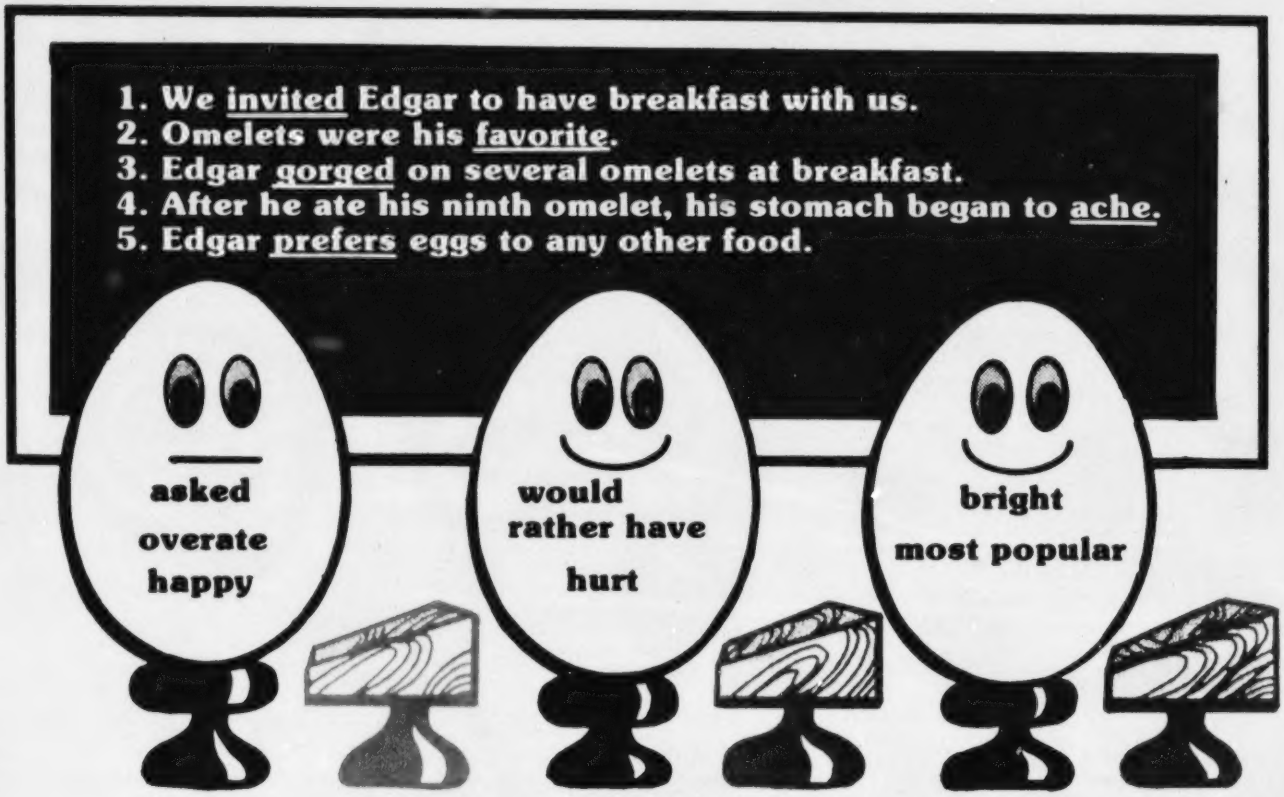
The student reads the sentences printed on the pickle jar. He must find the words printed on the pickles that mean the same as the underlined word in the sentence.

Follow-up Activities:

1. Give the student a selection from a periodical. Have him read it and circle unfamiliar words. When he is finished, have him reread and determine the meanings of the words by the context.
2. Each student chooses a historical area and gives descriptive words as clues to its identity.



1. Cucumbers are <u>pickled</u> with vinegar and spices.
2. You can see the <u>steam</u> escape while the pickles boil.
3. The <u>lid</u> must be screwed down on the jar very tightly.
4. The tight lid will create a <u>vacuum</u> to keep the pickles fresh.
5. Did you <u>realize</u> before working this activity that pickles are made from cucumbers?


1. We invited Edgar to have breakfast with us.
2. Omelets were his favorite.
3. Edgar gorged on several omelets at breakfast.
4. After he ate his ninth omelet, his stomach began to ache.
5. Edgar prefers eggs to any other food.
asked
overate
happy
would
rather have
hurt
bright
most popular

"Grade A" Eggs

Skill #840

Objective:
The student will identify the meaning of a given word within a sentence.

Directions:
The student reads the sentences printed on the blackboard. On one of the eggs, there is a definition that means the same thing as the underlined word. The student matches all the correct words.

Follow-up Activities:

1. Have the student unscramble the words below to find five egg dishes:
   a. omelet - e e m t l o
   b. souffle - u e l f o s f
   c. egg nog - g e g o n g
   d. quiche - e i h u q c
2. Direct the students in constructing crossword puzzles. Let them exchange puzzles.

"The Spider's Web"

All webs are constructed of silk threads which spiders produce. Organs called spinnerets in the spider's silk glands produce the silk. The spider has different types of spinnerets for different types of threads. The spider can produce thick threads, thin threads, dry or sticky threads and beaded or smooth threads. The thread comes out in liquid form but as soon as the air hits it, it dries instantly.

Baby spiders do not have to be taught how to spin a web from their mothers. They are born with this knowledge. The spider starts his threads on a central object. This helps to anchor the web. The spider then goes back and forth weaving a web. The radial lines are the threads that go from the center to the supports. Orb lines are the lines that go around and around the web. Spider webs can stand great amounts of stress even though they are very delicate looking.

Spiders use sticky threads in their webs so they can catch flies and insects which they eat. They use the silky or non-sticky threads in their webs so they will have a place to walk without getting caught.

The spider has eight legs. Each leg has a special hooked claw at the end. This hooked claw helps the spider walk with ease on his web. One of the amazing things about spiders is they can build an elaborate web in less than an hour.

The Spider Scan

Skill #860

Objective:

The student will identify facts by scanning.

Directions:

Each student is asked to read over the questions used in the game. He is then allowed two minutes to scan the story, "The Spider's Web," for the answers. The activity shown on the next page is played by drawing the cards in alternating turns and following the directions on each one.

"The Spider Scan" cont.

What helps the spider walk on his web? 2 answers
a. hooked claws
b. non-sticky threads
c. spinnerets
correct: go ahead 8 spaces
incorrect: go back 3 spaces

Organs in the spider's silk gland produce the silk threads. What are these organs called?
correct: go ahead 2 spaces
incorrect: go back 3 spaces

Spider webs cannot stand great amounts of stress. True or False.
correct: go ahead 3 spaces
incorrect: go back 1 space

How do spiders catch insects in their webs?
a. with their legs
b. sticky threads in their webs
c. pounce on top of the insects
correct: go ahead 2 spaces
incorrect: go back 3 spaces

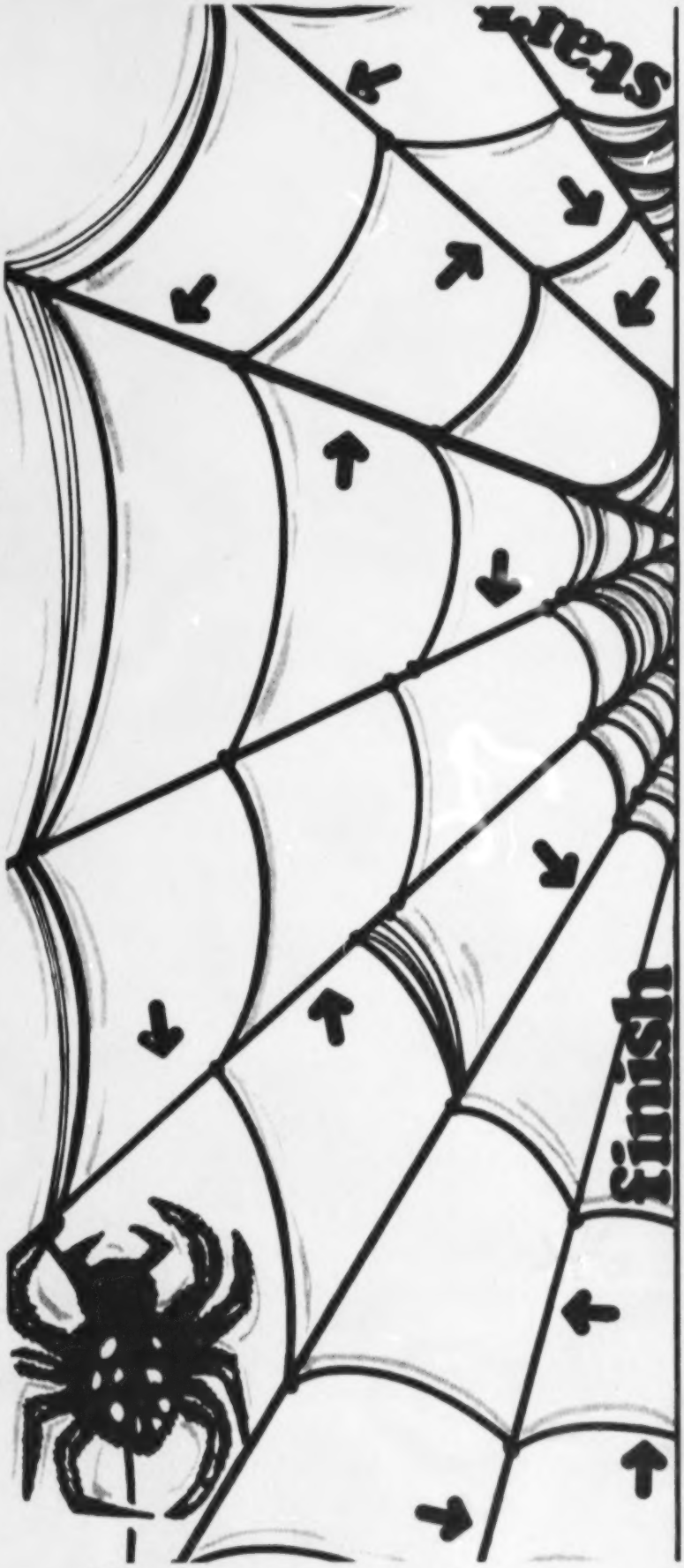
Spiders' threads come out of their bodies dry. True or False.
correct: go ahead 3 spaces
incorrect: stay where you are

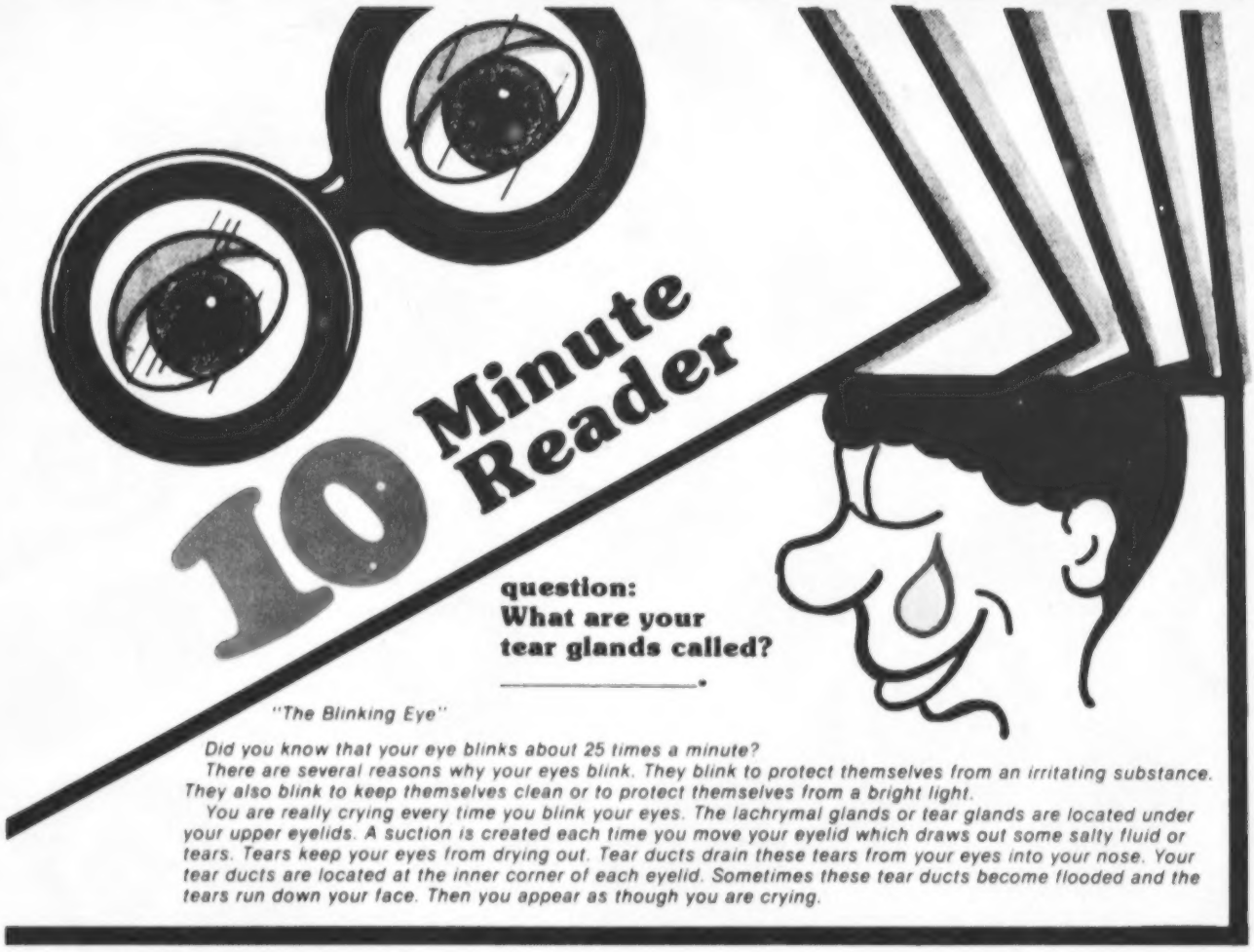
Spiders can produce only one type of thread. True or False
correct: go ahead 5 spaces
incorrect: go back 1 space

What are the lines called that go from the center to the supports?
correct: go ahead 5 spaces
incorrect: go back 1 space

Go directly to the spider and miss this turn.

What lines go around and around in the web?
a. radial lines
b. orb lines
c. spinneret lines
correct: go ahead 7 spaces
incorrect: go back 2 spaces




10 Minute Reader
question:
What are your
tear glands called?
"The Blinking Eye"
Did you know that your eye blinks about 25 times a minute?
There are several reasons why your eyes blink. They blink to protect themselves from an irritating substance. They also blink to keep themselves clean or to protect themselves from a bright light.
You are really crying every time you blink your eyes. The lachrymal glands or tear glands are located under your upper eyelids. A suction is created each time you move your eyelid which draws out some salty fluid or tears. Tears keep your eyes from drying out. Tear ducts drain these tears from your eyes into your nose. Your tear ducts are located at the inner corner of each eyelid. Sometimes these tear ducts become flooded and the tears run down your face. Then you appear as though you are crying.

10 Minute Reader

Skill #860

Objective:

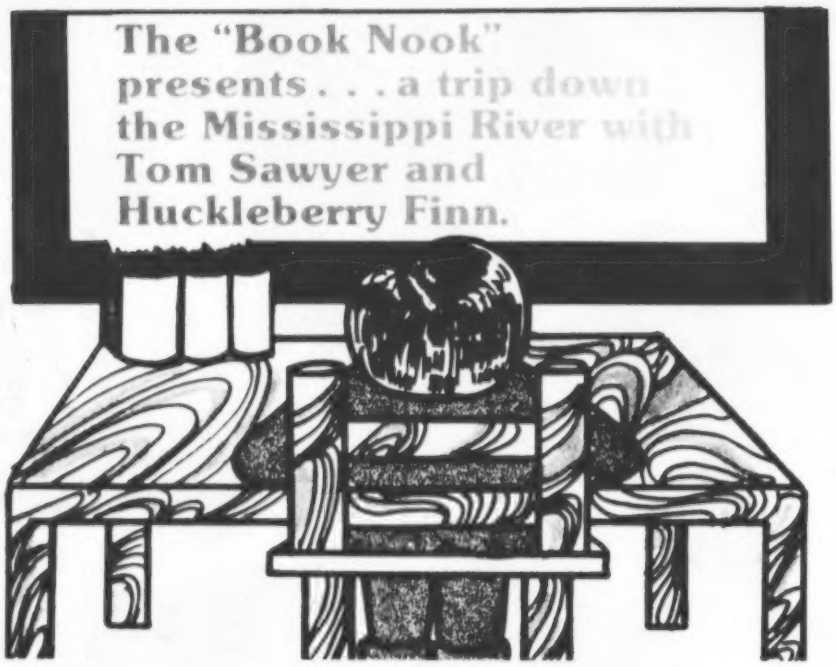
The student will demonstrate an increased rate of comprehension.

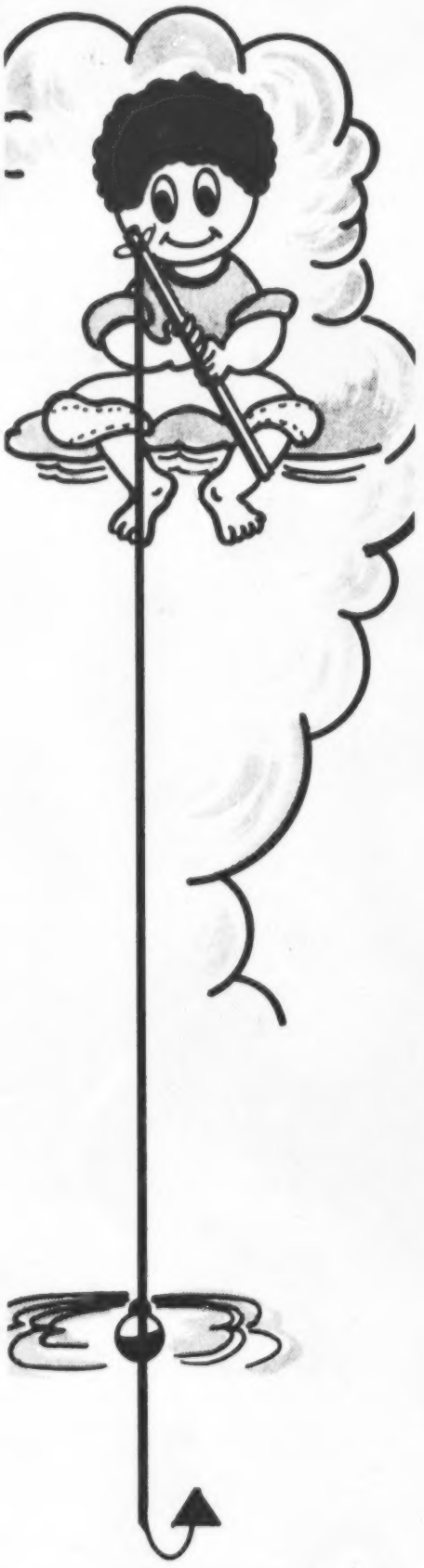
Directions:

The "10 Minute Reader" is composed of ten cards each containing a short story with approximately one hundred to three hundred words. Ten questions about the stories are written at the end. After ten minutes, the student stops reading and answers the questions. An example of a card is shown above.

Follow-up Activities:

1. When the student has finished the activity, have him scan the material to verify his answers. Time him and compare it to the original ten minutes of reading time.
2. Prepare another "10 Minute Reader" without questions. At the end of the reading time, have the student write a question for each page in the reader.





The Book Nook

Skill #860

Objective:

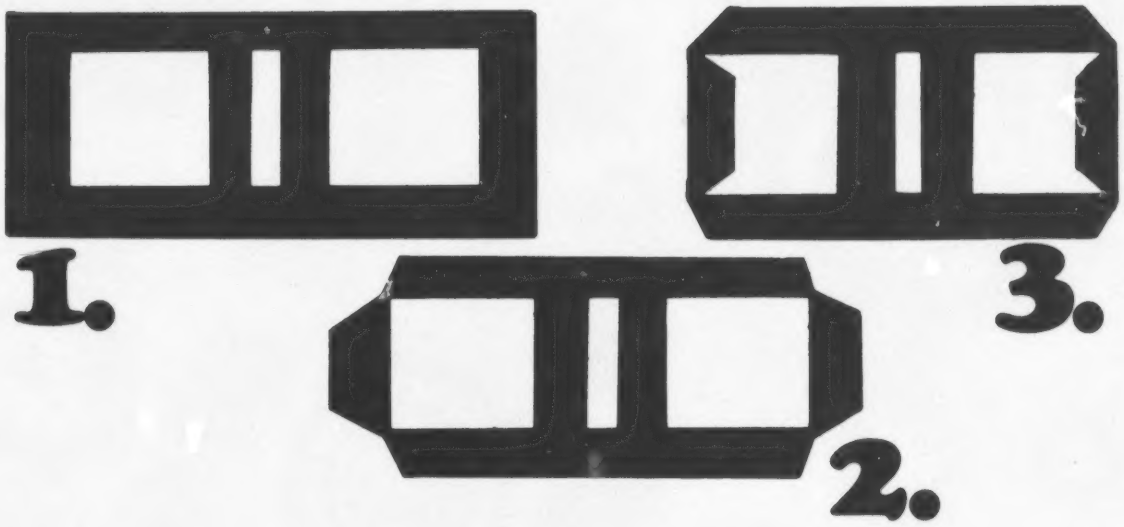
The student will demonstrate increased reading speed.

Directions:

The "Book Nook" this month is featuring Mark Twain. It contains two books, *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn.* The student chooses one of the books and begins reading at page one, while the teacher times him. After one minute, he notes where he has stopped and counts the words he has read.

Follow-up Activities:

1. For the second reading, using the same directions, have the student continue the selection attempting to increase his reading speed.
2. Create a unique learning center in your classroom where the student can measure his reading speed. Include a variety of timers and challenge him to use each one.



Do it yourself bookmaking. . .
1. Cut two 6" x 6" cardboard covers.
   Cut one 3/8" x 6" cardboard - spine.
2. Cut one 9" x 16" contact paper - outside.
   Cut two 5½" x 11" contact paper - inside.
3. Cut and staple six 5½" x 5½" paper - pages.
4. Place contact paper sticky side up.
5. Press cardboard onto contact paper (fig. 1).
6. Cut corners on contact paper (fig. 2).
7. Fold excess over cardboard and press out bubbles (fig. 3).
8. Attach inside pages with two 5½" x 11" pieces of contact paper.

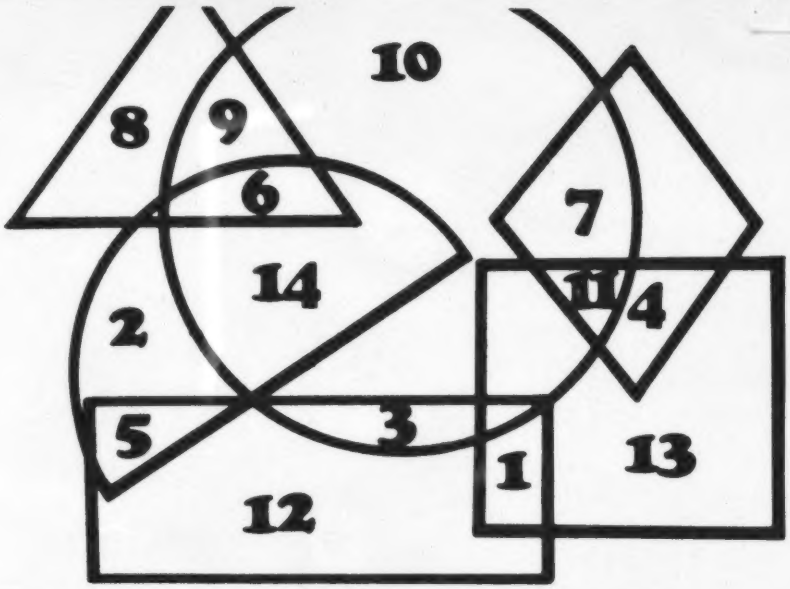
By The Book

Skill #880

Objective:
The student will produce a finished product by following directions.

Directions:
Have the student make a book using the above directions.

Follow-up Activities:
1. Have the student write a story in his book. Give specific instructions for him to follow when writing.
2. Have the students catalogue and shelve their books using the Dewey Decimal System.



Directions: Which numbers are:
in the triangle but not in the circle _____,
shared by the circle and the rectangle _____,
in the semicircle but not in the triangle or rectangle _____ _____,
in the rectangle but not in the square _____ _____ _____,
shared by the diamond and the circle _____ _____,
in the semicircle, triangle, and circle _____,
shared by the diamond, square, and the circle _____.

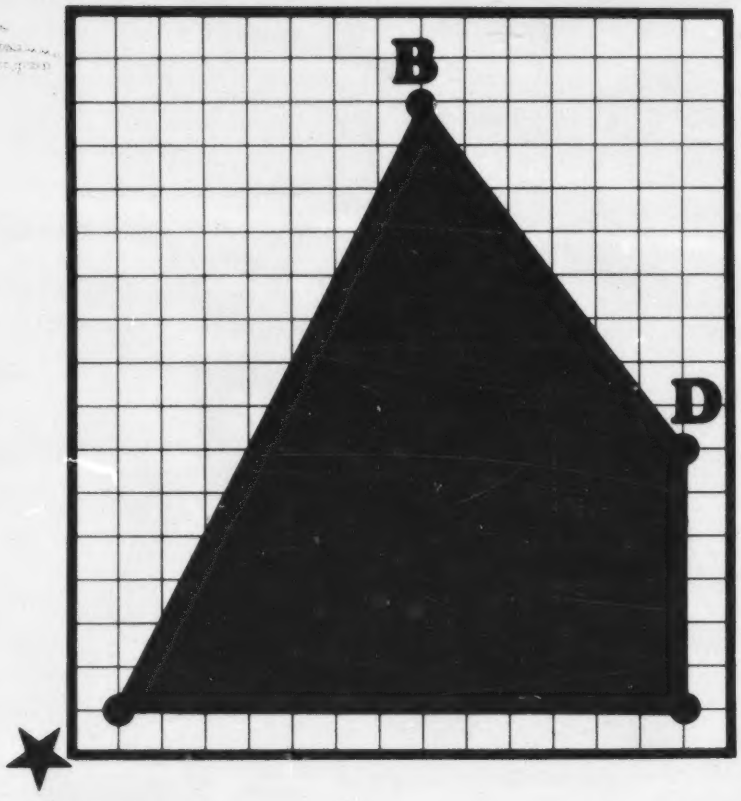
Looking For Numbers

Skill #880

Objective:
The student will demonstrate the ability to follow directions.

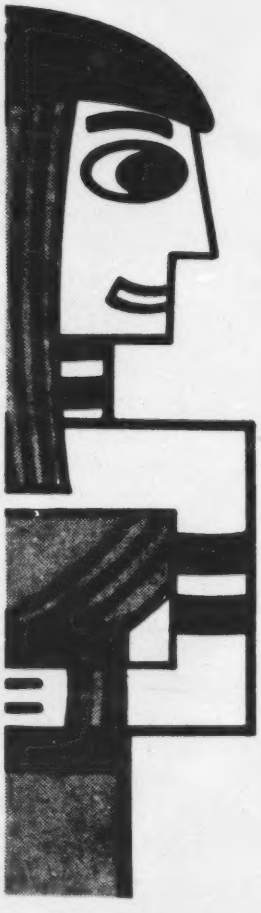
Directions:
The student reads the phrases above and puts the correct number in the blank.

Follow-up Activities:
1. Have the student name each shape represented in the activity and tell what numbers are included in each.
2. Have the student make up a diagram using mathematical shapes and numbers. Have him write the directions and share it with a friend.



Directions:

Start at the star on the grid.
Go over 1, up 1.
Put a dot where you stopped.
Write letter A.
Go over 7, up 14.
Put a dot where you stopped.
Write letter B.
Go over 6, down 14.
Put a dot where you stopped.
Write letter C.
Go up 6.
Put a dot where you stopped.
Write letter D.
Draw a line from A to B, B to C, C to D, D to B.



A Trip Down The Nile

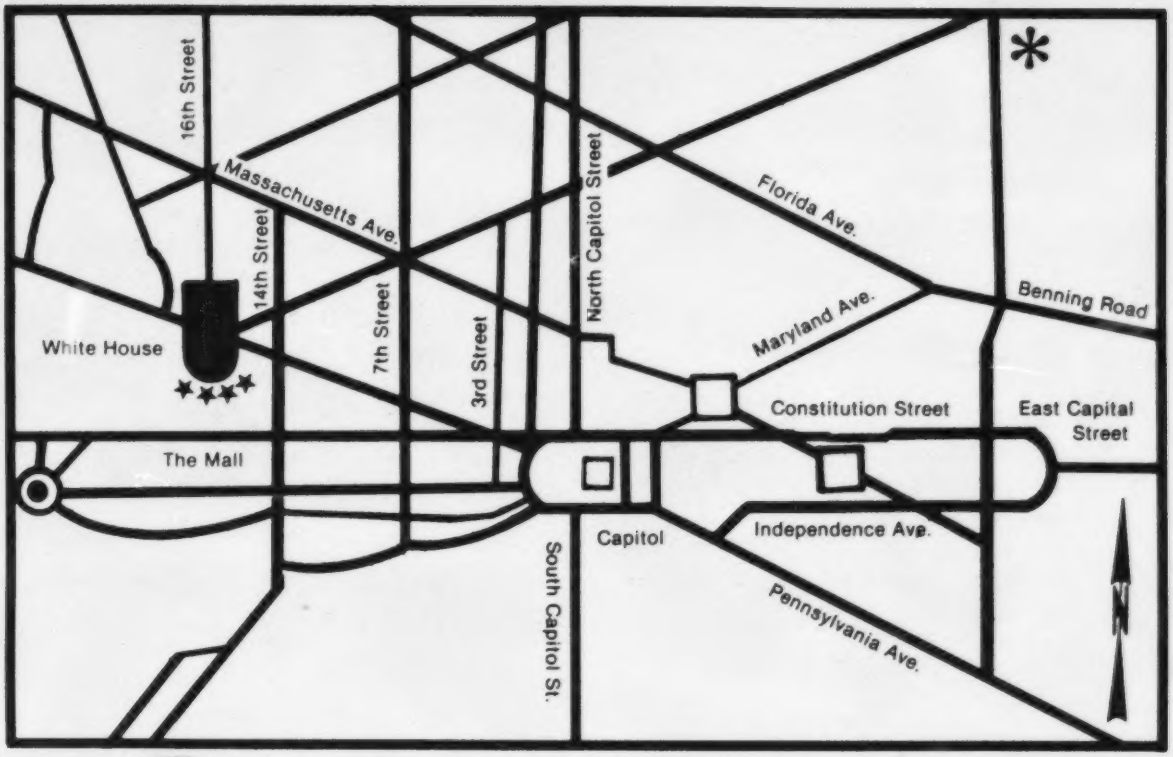
Skill #880

Objective:
The student will demonstrate the performance of a task.

Directions:
The student follows the series of multiple directions listed below.

Follow-up Activities:

1. Have the student write directions to plot the word Nile on the graph.
2. Have the student write directions to plot his name on the graph.



Take Me To Your Leader

Skill #900

Objective:

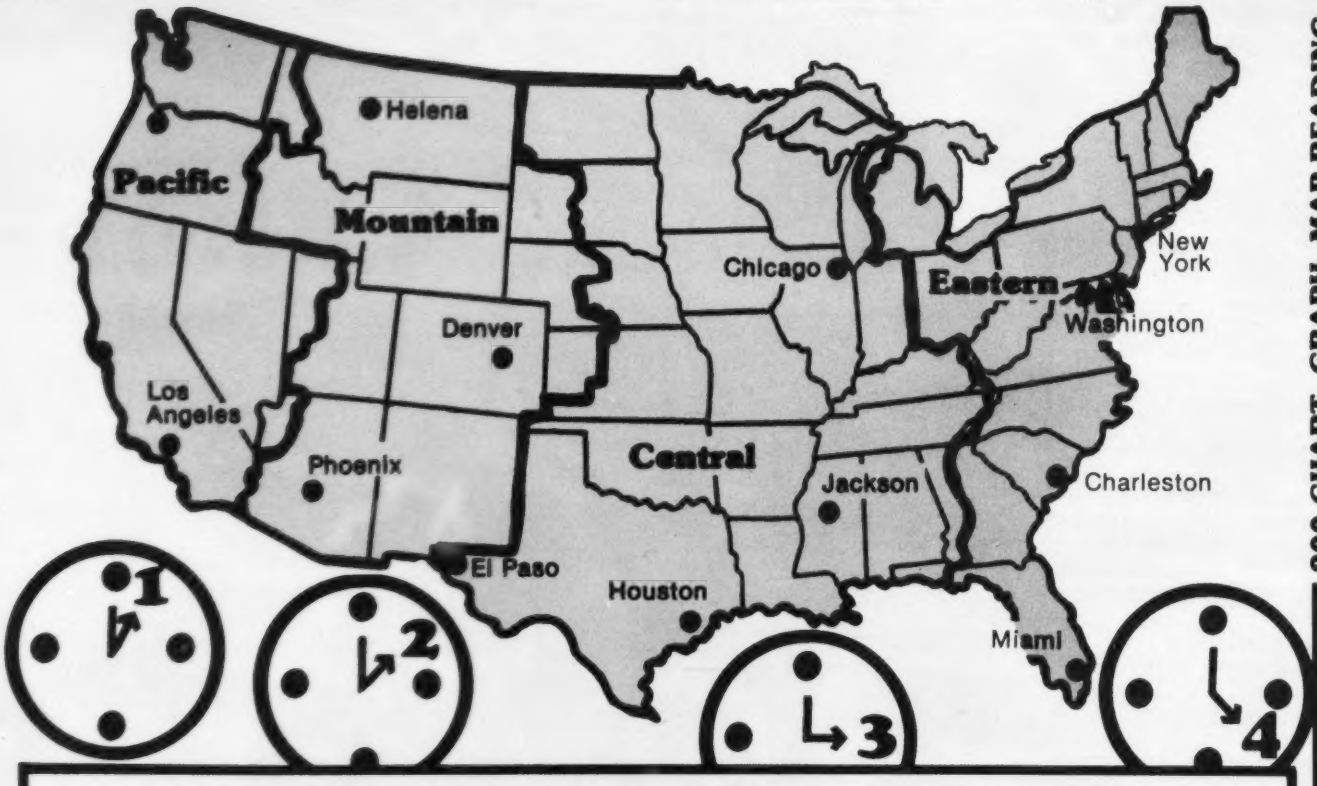
The student will demonstrate map reading skills.

Directions:

The men from the moon have landed on earth. They are completely lost and need to find the best route to the White House. The student starts at the asterisk, shows the best route with arrows and writes the directions.

Follow-up Activities:

1. Have the student draw a map giving directions from the school to his house.
2. Have the student orally give directions to a local point of interest. The others must determine the destination.



The United States is divided into 4 time zones: Pacific, Mountain, Central and Eastern. As we travel from west to east, we must set our watches ahead every time we pass from one time zone to another.

Answer the following questions using the illustration above.

1. A plane left New York City at 9:00 a.m. Eastern Standard Time and arrived at Los Angeles, California, at 12:30 p.m. Pacific Standard Time. How much flying time did the trip take?
2. The Super Bowl began in Denver, Colorado, at 2:00 p.m. Mountain Standard Time. At what time should Ray in Miami, Florida, turn his T.V. set on to see the opening kickoff?

Traveling Through Time

Skill #900

Objective:

The student will compute time changes by using a diagram.

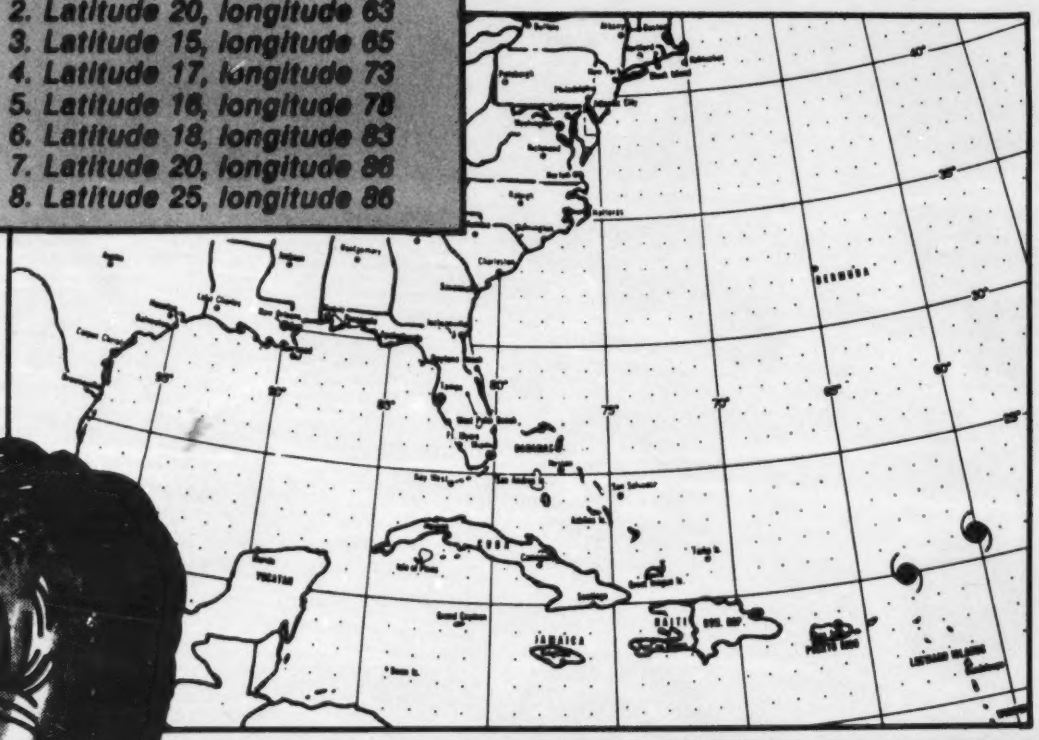
Directions:

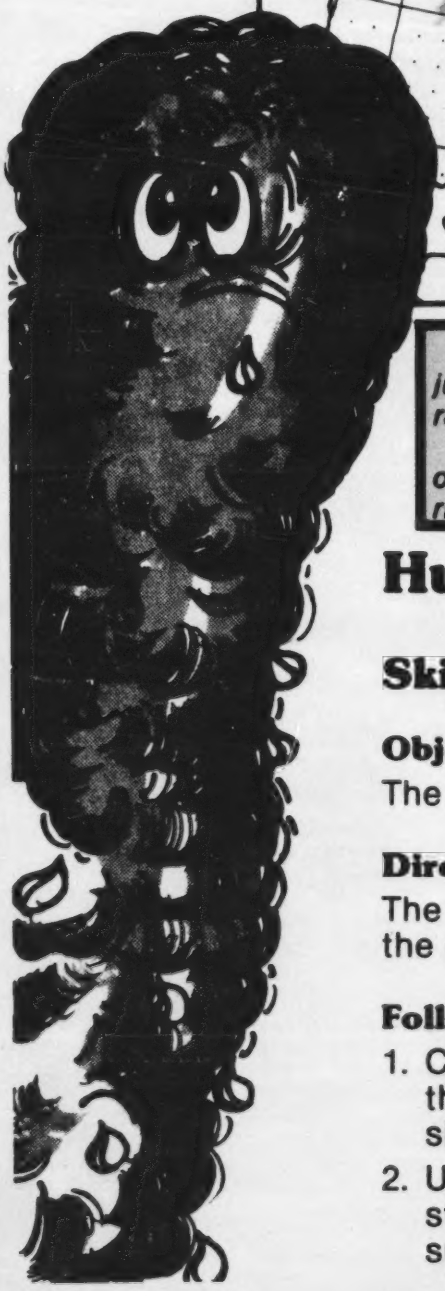
The student studies the above illustration on time zones and answers the questions using the illustration as a guide.

Follow-up Activities:

1. Using an atlas, have the student identify all the states in each time zone given.
2. Provide the student with a map of the United States with a mileage scale. Have him compute the distance between two given points; for example, New York City to Los Angeles, California.

1. Latitude 21, longitude 60
2. Latitude 20, longitude 63
3. Latitude 15, longitude 65
4. Latitude 17, longitude 73
5. Latitude 16, longitude 78
6. Latitude 18, longitude 83
7. Latitude 20, longitude 86
8. Latitude 25, longitude 86





Hurricane Hilda is coming to the Gulf of Mexico. She has just turned into a full force hurricane and is gaining strength rapidly.

A.J., the weatherman, is giving the report on the six o'clock news. Help him out by charting the path of the hurricane.

Hurricane Hilda

Skill #900

Objective:

The student will chart the path of a hurricane.

Directions:

The student plots the path of the hurricane using the given coordinates.

Follow-up Activities:

1. Chart a hurricane and have the student record the latitudinal and longitudinal points of progression.
2. Using a map of the lower United States, have the student plot the geographic areas that are most susceptible.

Classified Advertising

1. Your mother needs a part time job. She can type and file, but cannot take shorthand. Considering her qualifications, what jobs are available?

2. Since the arrival of your twin brothers, your parents would like to move to a larger house with four bedrooms, three baths, fenced yard and within walking distance of an elementary school. Circle the ads that fit this description.

3. You have just found a puppy. He is a male great dane wearing a red collar. You want to find his owner. In what section of the classified ads would you look?

4. Aunt Melissa would like a car, but her budget will not allow her to buy a new one. Look in the classified section and select a car to fit this description: four cylinder, automatic, two door compact, under fifty-thousand miles, not to exceed three thousand five hundred dollars.

Something Classy

Skill #920

Objective:

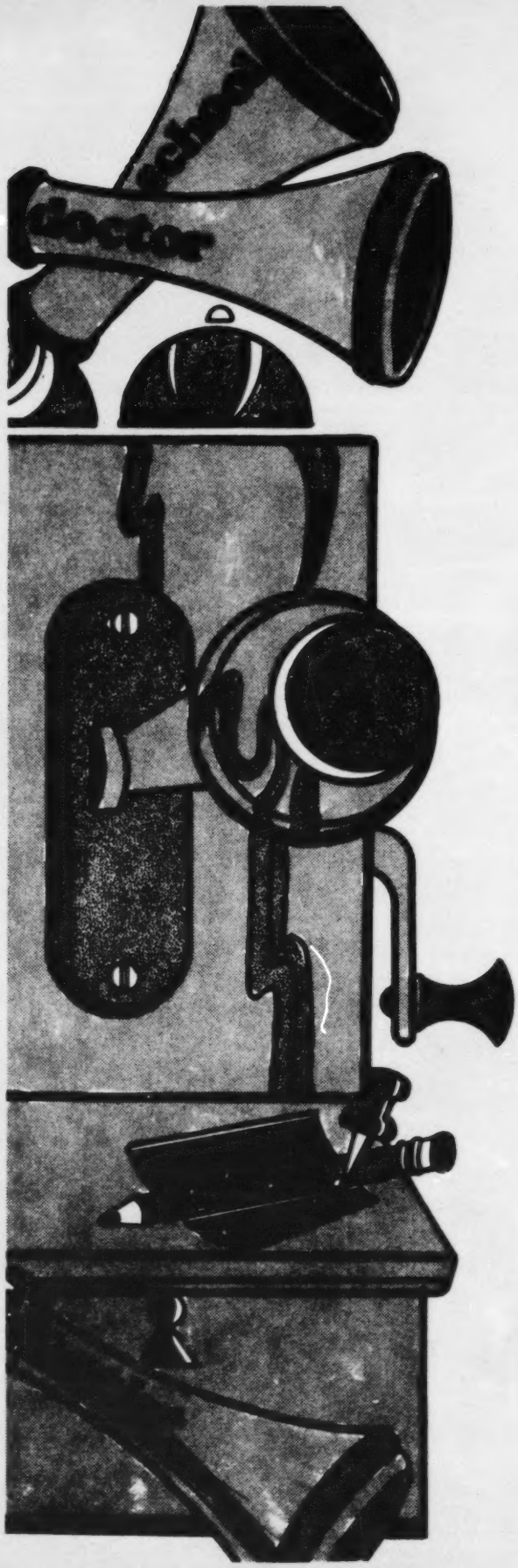
The student will demonstrate locational skills in using the newspaper.

Directions:

The student is given a copy of the classified section of a newspaper. He must locate the information requested on the left.

Follow-up Activities:

1. Have the student read the "Help Wanted" section and circle the jobs about which he might like to know more. Discuss those jobs with him covering salary, training, and other factors.
2. Have a classroom garage sale. Each student brings an article to sell and writes an ad for it. A mock classified page is made to advertise the collection of items. All proceeds go to a favorite classroom project.



Necessary Numbers

Skill #920

Objective:

The student will demonstrate the correct use of the telephone directory.

Directions:

The student is given a telephone directory to locate the numbers of given services or people, and he writes them on the receivers.

Follow-up Activities:

1. Have the student make a personal telephone directory including the numbers from the activity and others he frequently uses.
2. Have the student list three other types of information the telephone directory provides.

Your Hip Bone's Connected To Your Leg Bone...

Skill #920

Objective:

The student will demonstrate appropriate use of resource materials.

Directions:

The student uses the *Readers' Guide* to obtain three sources of information regarding the human skeleton. Using these sources, he must answer the following questions:

1. *How many bones make up the human skeleton? (approximate)*
2. *At what age is skeletal maturity reached?*
3. *How many bones make up the skull unit?*
4. *What is the name for the bones of your fingers?*
5. *What do you call the strong bands of flexible tissue that hold the bones in place?*
6. *The human skeleton is divided into two main parts. What are they?*

Follow-up Activities:

1. Enlarge this drawing with an opaque projector. Have the student label the skeletal parts.
2. Using an encyclopedia, have the student compare the bone structure of two animals.

Clues to my identity...

1. **He was a wealthy Virginia plantation owner.**
2. **He held three positions of national importance.**
3. **He was well-known for his wooden teeth.**
4. **He was called the "Father of his country."**

To Tell The Truth

Skill #940

Objective:

The student will summarize a person's life history.

Directions:

The student gathers information from three references about a famous person and summarizes his findings on note cards. Referring to the cards, the student gives clues about his character until he is identified.

Follow-up Activities:

1. Have the student write a bibliography of the reference books used in his preparation.
2. Have the student give an overview of the character's life using outline form.

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Baffling Bibliographies

Skill #940

Objective:

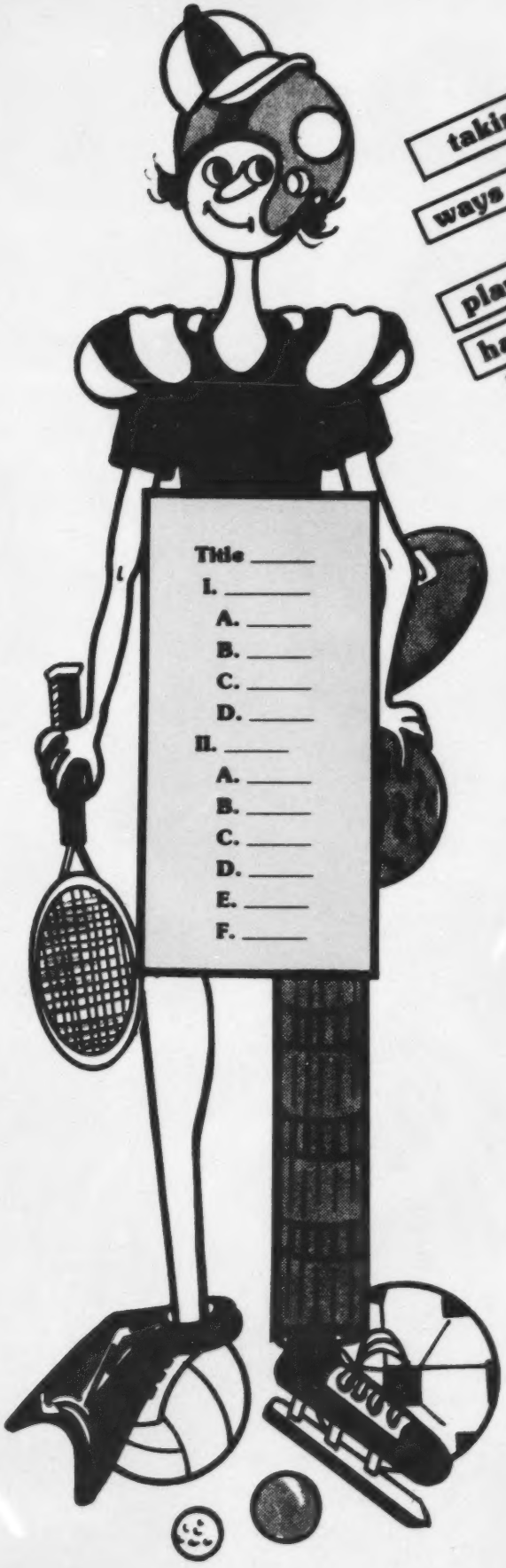
The student will arrange a bibliography in its correct order.

Directions:

The student is given a selection of books and periodicals. He is to list them as they would appear in a bibliography.

Follow-up Activities:

1. For each book in the activity, give the student three 3 x 5 cards and have him make a title, author and subject card on each like those found in card catalogues. Provide sample cards for him.
2. Have the student go to the library and compare his cards to the ones filed in the card catalogue.



taking pictures

ways to have fun

golfing

fishing

skiing

playing racquet ball

having fun outdoors

playing tennis

watching T.V.

sailing

hunting

playing cards

having fun indoors

Officiate The Outline

Skill #940

Objective:

The student will demonstrate proper outline form.

Directions:

The student is given an envelope containing thirteen strips of paper, each with a topic. He places each of these in its proper position on the outline skeleton shown.

Follow-up Activities:

1. The student chooses one of the sub-topics used in the activity. He then writes an outline using the form that is on the envelope.
2. Have the student act as president of the tennis club and plan the agenda for the monthly meeting.

Notes